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A RESOURCE MANUAL FOR THE GARNER-HAYFIELD
COMMUNITY SCHOOL DISTRICT, GARNER, IOWA

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CHAPTER I

INTRODUCTION

Garner-Hayfield Community School District, located in the rich agricultural section of North-Central Iowa, is a progressive community whose citizens are interested in giving their children the best possible education. Therefore, the school personnel need constantly to seek new ways of making the school as effective as possible. With this in mind the writer developed a resource manual, including pertinent information about the school, to serve as a general guide for the administrators of the school district in clarifying the organization and functioning of the school to parents, students, and teachers.

I. THE PROBLEM

It was the purpose of this study to develop a resource manual for use in administering the Garner-Hayfield Community School. This manual included (1) important historical developments in the Garner-Hayfield Community School District up to 1962, (2) official school board policies, and (3) a survey of material commonly found in many handbooks for parents, students, and staffs of school districts. (4) report of a survey of college attendance by graduates in the year 1947, 1957; a survey of the drop-out experience of the high school in 1953, 1958. The

completed manual then could be used by the administrators of the school for data and information useful in publishing materials which would help build a better understanding of the school, and would have the facts at hand for the preparation of booklets to be distributed to parents, students, and teachers.

II. NEED FOR THE STUDY

Garner, typical of other communities, by 1962 had experienced a rapid increase in school enrollment through reorganization. Such an increase brought demands for a broad curriculum to meet the varied interests and aptitudes of the students. This growth in school size created certain changes in school organization, activities, and responsibilities.

Because the administration of the Garner-Hayfield Community School was new to the school in 1961, it did not have the answer to many questions about the past developments of the school. It was therefore apparent that a resource manual would be of great value as a convenient reference of helpful information and would provide a better understanding of the needs of the school in its operation. Also a resource manual containing this information would be very helpful to the administration of the school in the production of handbooks for parents, students, and teachers.

Bracken has written that most forward-looking educators would agree that handbooks for students are needed to make a school system run smoothly, especially at the beginning of the school year and at the time of the break between elementary and high school levels.¹ As the number of students in the secondary school increased, the administration felt that for several reasons there was a need for a more systematic means of informing the student body, the parents, and the teachers about the policies and procedures of the school. First, new students and beginning high school students need more than indirect and informal sources for gaining information about their school, and the handbook appears to be the most practical device. Also, parents need to know many facts about the school and the activities of the children and by means of the handbook they may learn about the curriculum, the activity program of the school, the regulations regarding attendance, the social functions, the scope of the total school program, and the physical facilities of the building.

If an administrator is to follow the wishes of the board of education, it is important that the school have a written statement of policies, rules, and regulations established for the purpose of making decisions on school matters pertaining to students, parents, and teachers.

¹John Bracken, "Let the Handbook Answer Those Questions", The School Executive, LXXI (October, 1953), 54-55.

Burbank states that no longer is it necessary to make a special plea for the importance of the policy handbook, for the importance and value of such a handbook is generally accepted.¹ James and Stout have written that among the most successful schools and school boards are those that develop and use written school-board policies.² It seemed clear therefore, that a written policy for the administration of a school was necessary and pertinent to this resource manual. The main purpose of this manual was to include such information as was necessary to make up booklets for the orientation and guidance of parents, students, and teachers. The preparing of such a handbook served to focus attention on details which need to be faced before and after the opening of school. For a new administrator it proved invaluable to think through the routine organization of the school, to know what reports were to be made, what duties were to be assigned, and to whom they were assigned. For an experienced administrator, a handbook will tend to prevent the overlooking of many details of planning.

¹B. Natt Burbank, "How to Write a Policy Handbook", The Nation's Schools, LXVIII (December, 1961), 54-56.

²J. James Jones and W. Irving Stout, School Public Relations, (New York: G. P. Putnam's Sons, 1960), p. 181.

III. SCOPE OF THE PROBLEM

One important purpose for developing a resource manual for the administration of Garner-Hayfield Community School was to provide a clear picture of the significant happenings of the past which have played a part in the development of the school district and to have the information necessary to produce booklets about the frame-work in which the present school exists.

A survey was made of the school district and its history from 1870 to 1962. Only important and highly interesting developments and historical facts were noted which would give a new administrator of the school an accurate understanding of how the school had developed up to the present day.

The school records were then examined for the years 1947 to 1962 to determine school policies which had been established during these years, and a revised statement was given current official status. These written policies of the school were adopted by the Board of Education as a guide in clarifying the functions of the school through booklets and statements for parents, students, and teachers.

A survey of the drop-out situation at Garner-Hayfield High School was made for a five year period to determine the holding power of the school. This study reported the number of students enrolled, the number who

transferred, the number who dropped, and the number of students graduated from 1953 to 1957. No attempt was made to get the reasons for drop-out from these students since it was the intent of the study to show only the percentage of students who dropped out of school.

A report of the Recital Club survey of college attendance by graduates for the years 1947-1957 was included to provide additional follow-up information.

IV. REVIEW OF THE LITERATURE

A review of literature on handbooks and public relations booklets for parents, students, and teachers was made. Although literature was not found relating to resource books, much was found relating to handbooks and public relations booklets.

As set forth in this literature, the main purpose of a handbook for students was to help the students become oriented in the school, but much of the information in the book was also of interest to the parents as well and was a useful device to promote school-community relations.¹

McKown lists the following questions to be analyzed before a student handbook is produced to determine what to include:

¹Harlan L. Hagman, The Administration of American Public Schools. (New York. McGraw-Hill Book Company, Inc. 1951), p. 225.

1. What is the purpose of the handbook?
2. On the basis of the purpose, is the item deserving?
3. For whom is the material intended?
4. Would the proper person miss it if it were omitted?
5. As written does it convey the meaning intended?
6. Will it have to be changed each year?
7. If included, where will it best fit?¹

The dissemination of knowledge concerning school affairs is a principal objective of a handbook as it seeks to build an understanding among members of the community so that they can intelligently support the school program. Without this public support and understanding it is difficult for the school to operate efficiently.

As a means of controlling or stimulating participation in activities, the handbook can be used to a good advantage in describing the activities program. It cannot be emphasized too strongly that a school principal who desires to stimulate wholesome participation in activities should avail himself of the aid furnished by printed materials relating to the activities of the school.²

Another area of usefulness is the facilitating of pre-admission counseling through the preparation of handbooks

¹H.C. McKown, Extra-Curricular Activities. (New York: The MacMillan Company, 1937), pp. 490-491.

²Paul Jacobson, William Reavis, and James Logsdon, Duties of the School Principal. (New York: Prentice-Hall, Inc., 1951), p. 273.

for distribution to pupils. Such handbooks are intended to provide the general information needed by pupils to become members of the local school and to stimulate the pupil to seek answers to questions regarding which he desires specific information.¹

Because a new pupil has many problems of adjustment, registration should not be too complicated by requirements affecting the child before his assignment to a home room teacher. If a student handbook has been prepared the parent as well as the new student will be helped in his adjustment to that school.²

The following guiding principles stated by Willard E. Cobb's study were invaluable in the preparation of the handbook:

1. Stress arrangement. This is important to allow the new student to readily grasp the idea presented.
2. Study classifications and see that these satisfy school conditions.
3. Do not moralize too much. Keep to the purpose and remember that brevity offers the most effective way in directing.
4. Let the criterion of the book be information. Think this through thoroughly. Is the handbook informative and adapted to our school conditions and needs?

¹Hagman, op. cit., p. 123.

²Ibid., p. 225.

5. Keep this thought in mind: Were I entering the school, what should I need to know for proper adaptation?
6. Obtain other handbooks, study the plan, content, arrangement and methods.
7. Scatter philosophy throughout the book.¹

Schools need to make a comprehensive study of the methods used to carry information between the school and parents. This written communication is a much needed device for better school-community relationship. A "Handbook for Parents" was prepared in the Naperville High School, Naperville, Illinois. The main purpose was to reach the parents of the student with a clarification of the organization of the school. Through a 25-page booklet, information was given about such topics as the school calendar, transportation, promotion policy, medical and dental inspection, and the school budget. Much information about the organization of the school was made available to parents through the handbook.²

The Twenty-eighth Yearbook of the American Association of School Administrators stated that it was the function of a public relations program to bring about harmony of

¹Willard E. Cobb, "A Study of the Handbook in Iowa Schools with Enrollment of One Hundred or More" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1942).

²Clifford P. Froehlich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), pp. 330-331.

understanding between any group and the public it serves and upon whose good will it depends. A school administrator who accepts this definition of public relations must be familiar with many areas of knowledge if he is to provide the leadership for the community he serves.

The positive progress of schools is reduced when patrons do not have adequate information about their schools. It is almost impossible for the educator to have a relatively free hand in developing an enriched educational program if the public is left behind in its understanding of education, so a well-planned program of school public relations is a necessity in a modern educational program. Administrators are beginning to realize that in a democracy the citizen will ultimately determine school policy with respect to education, and what parents think of their school is conditioned by their knowledge of the school's operation. Therefore, it is imperative that the school's public relations activities contribute to dissemination of that knowledge through the use of handbooks.¹

Because good public relations is a very important element in developing the goals of a school, school patrons and parents should know the what, why, and how of the policies and procedures that are used. The importance of

¹Jones and Stout, op. cit., pp. 2-5.

good public relations cannot be over-emphasized.¹ Any possible way of disseminating information should be carefully considered. One of the ways, according to Bracken, is to let the handbook be the sharp, effective tool of public relations. Pertinent, attractively presented information going out to students and their parents can do wonders in eliminating feelings of confusion, insecurity, and frustration.² Rogers felt that handbooks which abound with admonition, instruction and guidance are well worth reading; perhaps they ought to be required reading by parents and taxpayers in all communities.³

From the review of literature on handbooks and public relations booklets, it is evident that all schools need handbooks for parents, students, and teachers to help clarify the organization and direction of the school.

It was further shown by Moore's study that the following guiding principles should be considered before preparation of a student handbook is undertaken:

1. Keep the book small in size, not over 100 pages.
2. Use only such material as will be of practical value to the pupil as a reference book.

¹Jacobson, Reavis, and Logsdon, op. cit. pp. 537-539.

²Bracken, op. cit., p. 54.

³Virgil Rogers, "The Student Handbook", The School Executive, LXXIII (November, 1953), 11.

3. Have material of as much permanent value as possible so that changes may be easily made.
4. Keep the price as low as consistent with good material.
5. Make the book as attractive as possible.
6. Have a memorandum page inserted in a place where pupils are likely to want to make entries.¹

A trend to larger-sized booklets was reported by Klavano. Many schools plan the size to fit the students' two or three-ring notebooks rather than the less reliable hip pocket or purse-size. Although larger print is now often used, many handbooks are still in print too small for easy readability. The trend in many areas may be toward handbooks more closely patterned after college catalogues.²

From the review of literature on drop-outs Woollatt, of the New York Education Department, the U.S. Office of Education, reported a massive study of retention rates for the nation as of 1955-1956. The study showed that out of every thousand students in the ninth grade in 1928-1929, only 492 graduated from high school in 1932. Over the years retention rate has generally increased. Of every thousand students who enter the ninth grade in 1952-1953, 717 survived to the twelfth grade in 1955-1956 and 673 of these

¹M.H. Moore, "Development of a Student Handbook for Use in the Clermont School, Clermont, Iowa". (Unpublished Master's thesis, Drake University, Des Moines, Iowa, 1949).

²Robert Klavano, "The Principal-Public Relation's Leader", The Bulletin of the National Association of Secondary School Principals, XLIV (December, 1961), 36-38.

graduated. In other words, there was an improvement of almost thirty-five per cent in a twenty-four year period. To reach the avowed American goal of education, however, it will be necessary to increase the retention through graduation rate by fifty per cent over the last reported figure. Stated another way, the high schools of the period 1952-1956 were achieving only 67 per cent of their theoretical goal. At the current rate of improvement it could be 1985 before the hundred per cent goal would be approached.¹

Van Dyke and Hoyt reported on the drop-out problem in a 20 per cent stratified sample of high schools in Iowa, a total of 73 high schools. Data were collected in 1956-1957 and in 1957-1958 for ninth grade youths who entered the schools in the fall of 1950, 1951, or 1952. The study showed that the average intelligence quotient of the students who persisted through the twelfth grade was 106.4 while for those who dropped out before graduation it was 96.6; that is, on the average, ten intelligence quotient points below those who persisted through the end of high school. Of those who persisted through high school, there was no difference in the average intelligence quotients of male and female students. However, on the drop-outs the average intelligence quotient for males was 93.8 and for females 99.4, which indicates that boys more than girls withdraw

¹Lorne H. Woollatt, "Why Capable Students Drop Out of High School", The Bulletin of the National Association of Secondary Principals, XLV (November, 1961), 1-3.

from school because of low scholastic aptitude. Of 165 students with intelligence quotients of 120 or above, 29 students, or 17.6 per cent, were drop-outs. These 29 were 3.9 per cent of all those who voluntarily withdrew.¹

V. PROCEDURE

The writer accepted the position of high school principal in the Garner-Hayfield Community School for the school year 1961-1962, and because he did not have the answer to many questions about the school, it was apparent that a resource book would be a great help. This book would provide information about historical developments in the school, and would be used as a guide in the assembling of information pertinent to handbooks for parents, students, and teachers. The superintendent, who also was new to the community and school, was consulted and agreed that a resource book would be of great value. The superintendent provided facts and figures about the school necessary for the study.

First, a review of the literature on handbooks and public relations booklets was carried out. The main objective was to analyze, evaluate, and assimilate what had been written about handbooks for parents, students, and

¹L.A. Van Dyke and K.B. Hoyt, "The Drop-Out Problem in Iowa Schools" (University of Iowa and Iowa State Department of Public Instruction, 1958), pp. 16-22.

teachers. The various studies would be helpful to determine what seemed to be common to a majority of handbooks.

An investigation was made to determine the important historical developments of the Garner-Hayfield Community School District from 1870-1962. It was the primary concern of the writer to present those developments necessary to give the administration of the school a clear picture of past developments and historical data of interest to many in the community, in order to be better qualified to make future decisions.

The Board of Education records from 1947-1962 were examined to determine past school policy. From this survey administrators and the Board of Education compiled a booklet of School Board Policy which was officially approved on February 23, 1962.

A drop-out study of grades nine through twelve was made for a five year period, 1953-1957, of the Garner-Hayfield High School. The purpose of this study was to find the number of students who drop out of school before graduation. From this the holding power of the school could be determined. As a part of this study, the number of students who transferred to the school and from the school was included to determine the stability of the population for future plans.

A survey was made of twenty student handbooks gathered from Iowa high schools of 200-500 students for the

purpose of compiling items most common to student handbooks and the frequency that these items appeared.

Twelve handbooks for teachers were collected from high schools of the northern half of Iowa with enrollments of 200 to 500 students. Those items that appear most frequently were compiled from these handbooks.

Handbooks for parents were collected from twelve schools throughout the United States. The frequency that items appeared were compiled to be used as a guide to items most often found in handbooks for parents.

CHAPTER II

DEVELOPMENT OF THE RESOURCE BOOK

Summary of the History of the Garner-Hayfield Community School District from 1870-1962

The purpose of this study was to set out as clearly as possible the outstanding facts concerning the growth and development of the Garner-Hayfield Community School. It was the primary concern of the writer to present only those developments that would be necessary and helpful to the administration of the school in giving them a picture of what had taken place in the past, to better qualify them for making decisions for future plans.

Garner owes its existence and present location to Concord, or "Hancock Center", a town established to be the county seat in 1865. In the summer of 1870, the town plot for Garner was laid out just north of the little Concord settlement, and the plot was filed August 23, 1870. Since that original plot, there have been various additions. Concord was, in time, incorporated into Garner as Seymour's Addition. Garner was incorporated in 1881, and is today the largest town in the county, with a population of 1990 in 1960.¹ In 1898, when the need for a new courthouse became

¹United States Bureau of the Census. "Census of Iowa, 1960". (Department of Commerce, Washington, D.C., 1961).

evident, there arose a disagreement between Britt and Garner since both towns wanted to be the county seat. Garner proceeded to erect a new courthouse at a cost of \$30,000 (paid for by the citizens of Garner) which was finally accepted by the people of the county.¹

In 1870 the first school to serve the combined towns of Concord and Garner was a township district school, Concord Number Nine, located on a plot of ground known as the Tourist Park in the southwest part of Garner. This building soon became too small for the number of pupils attending. On May 21, 1873, the district erected a two-story wooden building where now stands the Garner-Hayfield Junior High School. One teacher was sufficient at the time, but as the town and district slowly grew other teachers were added, until, in 1885, there was a staff of three with forty-four students enrolled.

The Garner Independent District was organized in 1888. Mr. Deyoe, a graduate of the State University of Iowa, was employed to teach in the newly organized district. The report of the spring term shows an average daily attendance of 91.3.²

¹Charles S. Whitney, "History of Education in Hancock County, Iowa, 1858-1940". (Unpublished Master's thesis, The University of Iowa, Iowa City, Iowa), 20.

²Ibid., pp. 21-25.

The little school house soon became too small for the educational needs of the growing town. This school was originally built by the township district and sold to the independent district after its formation. On December 16, 1893, the electors of the district were asked, through a vote of the school board, to express their willingness to bond the district for \$9,000 for a new school house. The proposition carried by a wide margin. The wooden building was moved off and a new one of brick erected, but it was not completed at the specified time so school could not be opened until November 19, 1894.¹

The building housed the entire Garner School system until 1914 when crowded conditions again called for more room. It was then proposed to house the high school and a gymnasium in a new structure, leaving the old one entirely for the elementary grades. The proposal for a \$35,000 bond issue for the building was approved by the voters. It was decided at that time not to include the proposed gymnasium. The site of the high school building was 830 Bush Street, one block south of the elementary building.²

When the athletic field was purchased, the board of education had consolidation in view as the movement was at

¹John Sprole, personal interview.

²Board of Directors Minutes, Garner Independent School District, Garner, Iowa., II, p. 57.

its height in Hancock County in 1914. To consolidate it was necessary that a school have a tract of land for experimental purposes. The purchase of the land was a wise one but it was never put to the use for which it was intended because consolidation never came to a vote of the people in the district.¹

Garner was approved by the State Department of Public Instruction as a four-year high school in 1904, approved as a normal training high school in 1921, and accredited by the North Central Association of Colleges and Secondary Schools in 1925.²

With its modern high school complete, Garner had the best school plant to be found in the county; but increased enrollments, the introduction of Smith-Hughes Agriculture, and the general agitation by the townspeople for a community hall led the board to realize that still more room was needed. On March 25, 1931, a vote was taken on whether or not to issue bonds for \$25,000 for an addition to the high school building which would include a new gymnasium-auditorium and a home economics laboratory. The proposal carried by a decisive majority and the building was completed by the fall of the year 1931. The school, having one of the best gymnasiums in the county at that time, became the site of many

¹Marius Rasmus, Personal interview.

²Whitney, op. cit., p. 42.

Hancock County basketball tournaments. In this same year, 1931, a kindergarten was started and housed in the room formerly used by the home economics classes in the high school building.¹

The high school in 1931 offered four courses: academic, commercial, normal training, and Smith-Hughes agriculture. Agriculture was introduced in 1926 with Walt Weiss as the first instructor. Garner High School was the first school in Hancock County to have such a course and it has continued until 1962. The extra-curricular activities offered in 1931 included the following: glee club, a fifty piece band, football, track, baseball, and dramatics.²

In 1940, the enrollment in the system was 421, with 175 in the high school and 246 in the elementary grades. There were seventy-five tuition students in high school and nine in the elementary school. The Garner School was operated on the 8-4 plan with the first eight grades located in the building of 1894 under the principalship of C.H. Tompkins. The kindergarten and the high school were in the high school building as was the office of the Superintendent, S.T. Tweed.

Mr. Tompkins served in his capacity as elementary principal for 25 years, giving educational service for which

¹Board of Directors Minutes, Garner Independent School District, Garner, Iowa., III, pp. 161-162.

²Ibid., pp. 42-43.

many people in the community were indebted.

Probably no single individual in Garner was more responsible for the educational policy of this excellent school system than was the secretary of the board, F.E. Blackstone, an attorney who served continuously in the capacity of secretary from 1900 to 1940.¹

During the six years from 1940 to 1946, there was little change in the Garner Independent School, other than its normal growth and expanded operational costs.

On February 4, 1947, a petition was presented to the Board of Education of the Independent School District of Garner to call an election of the qualified voters for the proposition of issuing bonds in the sum of eighty thousand dollars. The money derived from the sale of these bonds was to be used to construct and equip additional school facilities. A special election was held March 10, 1947, and the proposition carried with 215 voting favorably and 124 opposing.²

It was not until May 27, 1947, that information was released as to what the money from the sale of the bonds would be used for. It was then disclosed that the Garner Independent School District had floated the bond issue to

¹Whitney, op. cit., pp. 20-23.

²Board of Directors Minutes, Garner Independent School District, Garner, Iowa., IV, pp. 31-41.

build an Industrial Arts building directly west of the high school and to contract for a new bus garage south of the Industrial Arts building. With the completion of the Industrial Arts building in September, 1947, the school had the facilities to provide an excellent vocational program. Merle Yanecek was hired as vocational agriculture instructor for the veterans' program, which had just been added for the coming year.¹

On July 22, 1948, the Board of Education decided that the band room would be turned into a cafeteria for the new hot lunch program when school started in September.²

On October 18, 1948, the lot committee of the Garner Memorial Building met with the Board of Education to ask that the school district sell to the town of Garner a tract of ground located on the west end of the block where the present Industrial Arts Building is located. This tract of land was to be the site for the Memorial Building, which would be used by the town as a meeting place for organizations, group meetings, and school functions. It was to have a kitchen, meeting rooms, and dressing rooms in the basement, and a stage and gymnasium on the first floor. The school would rent these facilities from the town for such events as

¹Ibid., p. 72.

²Ibid., p. 83.

basketball games, plays, concerts, and other necessary events. The Board of Education set up the election to obtain authorization for the sale of this site for the amount of one dollar. This resolution was approved by the voters of the district December 13, 1948.¹

Driver education was instituted in the Garner High School for the first time in 1951, with Superintendent Stroh instructing.²

One of the first attempts to achieve reorganization was presented by B.C. Berge, a member of the County Board of Education, April 29, 1952. Mr. Berge requested that the Garner Independent School District secure pamphlets from the County Superintendent and set up the area that each school district would like to service. From this study a tentative plan would be submitted. At a special meeting of the Board of Education, April 29, 1952, Bill Baggs was selected to serve in an advisory capacity in preparation of a county wide plan of reorganization. In October of 1952 a survey of the schools in the county was made by a lay committee under the County Board of Education to determine what school facilities were available.

¹Ibid., p. 90.

²Ibid., p. 151.

A special meeting of the Board of Education of the Garner Independent School District and the Board of Education from Hayfield was held on October 20, 1955. The purpose of the meeting was to informally discuss the proposed reorganization of the area served by the two schools. The discussion was mainly concerned with various aspects and purposes of school reorganization.¹

A resolution drawn up and approved by the Board of Education of the Garner Independent School District on July 18, 1956, proposed a new community school district of Garner, Iowa, established under Chapter 275, 1954 Code of Iowa. A meeting was called in the Memorial Building for the purpose of considering the division of assets and liabilities for the Garner Community School District. It was agreed by those present that the division would be in proportion to the percentages computed by the County Superintendent, based upon the assessed valuation in the affected districts.²

The people of Garner had become very concerned about reorganization, and the need for tax land in and around Garner which should be a part of the school district. Early in 1956 a resolution was drawn up to annex and include Garfield

¹Ibid., pp. 152-163.

²Board of Directors Minutes, Garner Community School District, Garner, Iowa., V, pp. 7-8.

Township School District in the Garner Community School District. This resolution was passed and adopted November 28, 1956.¹

The people of Garner were once again feeling the need for more school buildings because of the increased enrollment. Dr. S.J. Knezevich of the State University of Iowa was employed to make a survey of the elementary school building needs, which was completed March 27, 1957. On July 16, 1957, a citizens' committee was organized to work with the architects and the Board of Education to determine the educational needs for the Garner Community School. After much preliminary planning, a petition was presented to ask the voters to approve the issuing of bonds not to exceed three hundred ninety-seven thousand dollars. The money was to be used for building and furnishing an elementary grade school, erecting a bus garage, and building and furnishing an addition to the industrial arts building. A special election was held September 10, 1957, for the purpose of approving the selling of \$397,000 in bonds. The bond proposal passed with the voters casting 626 ballots, of which 556 votes or 88.8% were "yes" and seventy votes were cast "no". The Board of Education then decided that the tract of land in the south west end of the town of Garner owned by

¹Ibid., pp. 22-25.

Howard and Mabel Duesenberg would be the site of the new elementary building. The general contract for the building was given to the Anderson Construction Company, Inc., Emmetsburg, Iowa, and was to be completed in time for the 1958-1959 school year.¹

The Board of Education of the Garner Community School held several meetings with interested people of the Hayfield Consolidated School District concerning a proposed reorganization of the two schools. On March 30, 1959, a special meeting of the Boards of Education of both schools was held for the purpose of discussing the proposed reorganization plans. The matter of reorganization was discussed in general and a petition was drawn up with complete agreement by the two schools. A special election was held in accord with this petition on May 18, 1959, to see if the proposal of the newly organized district was to be approved. The Hayfield School District passed the petition with 146 votes being cast. Of these 106 voted favorably and forty were opposed to the petition. The Garner Community School District passed the petition with 446 votes being cast, of which 426 votes were favorable, fifteen votes were against the petition, and five votes were spoiled. The district henceforth was named the Garner-Hayfield Community School District.²

¹Ibid., pp. 68-69.

²Ibid., pp. 111-114.

With enlarged enrollments in the high school, much thought was given to the construction of a new senior high school. It was felt that a practical plan would be to turn the present high school into a junior high building, thereby eliminating the old elementary building which had been constructed in 1894.

On September 12, 1960, a special vote was taken on the proposition to authorize a tax levy, not to exceed $2\frac{1}{2}$ mills on the dollar in one year. This money was to be placed in interest bearing notes for a five year period for the purpose of a future building program. The proposition was approved by the voters with 216 votes being cast. Of these 131 votes were for and 85 votes were against the proposition.¹

Because of the increased standards of the State Department of Public Instruction and the trend toward reorganization of smaller schools, the secretary of the Garner-Hayfield Community School District in Garner, Iowa, was directed on November 9, 1960, to write a letter to County Superintendent of Schools Charles Whitney to ask him and the County Board of Education to make a study of the school systems of the county. This study would then be used by the County Board of Education to make recommendations for further reorganization of schools. It was made a part

¹Ibid., p. 156.

of the official board minutes November 9, 1960, that the Garner-Hayfield Board of Education did not favor Hancock County being reorganized into one administrative unit.¹

Figure 1 shows the Garner-Hayfield Community School District as it appeared in the year 1962.

County Survey for Proposed Reorganization

The Hancock County Board of Education made a survey of the schools of Hancock County, Iowa, under the guidance and supervision of Ray Bryan, Glenn E. Holmes, and Virgil S. Lagomarcino from Iowa State University, Ames, Iowa. The basic purpose of this study was to project a planned program that might provide guide lines for the future development of education in Hancock County. The three consultants spent considerable time reviewing pertinent data, visiting the schools of the county, and examining the educational programs now offered. An extensive report was made of the committee's findings to the County Board of Education on June 23, 1961. Much credit should be given to Mr. Whitney, County Superintendent, who furnished information for the committee and whose leadership paved the way for this survey by the County Board of Education.

Because the report and the recommendations of this committee were very important to administrators all over the

¹Ibid., p. 159.

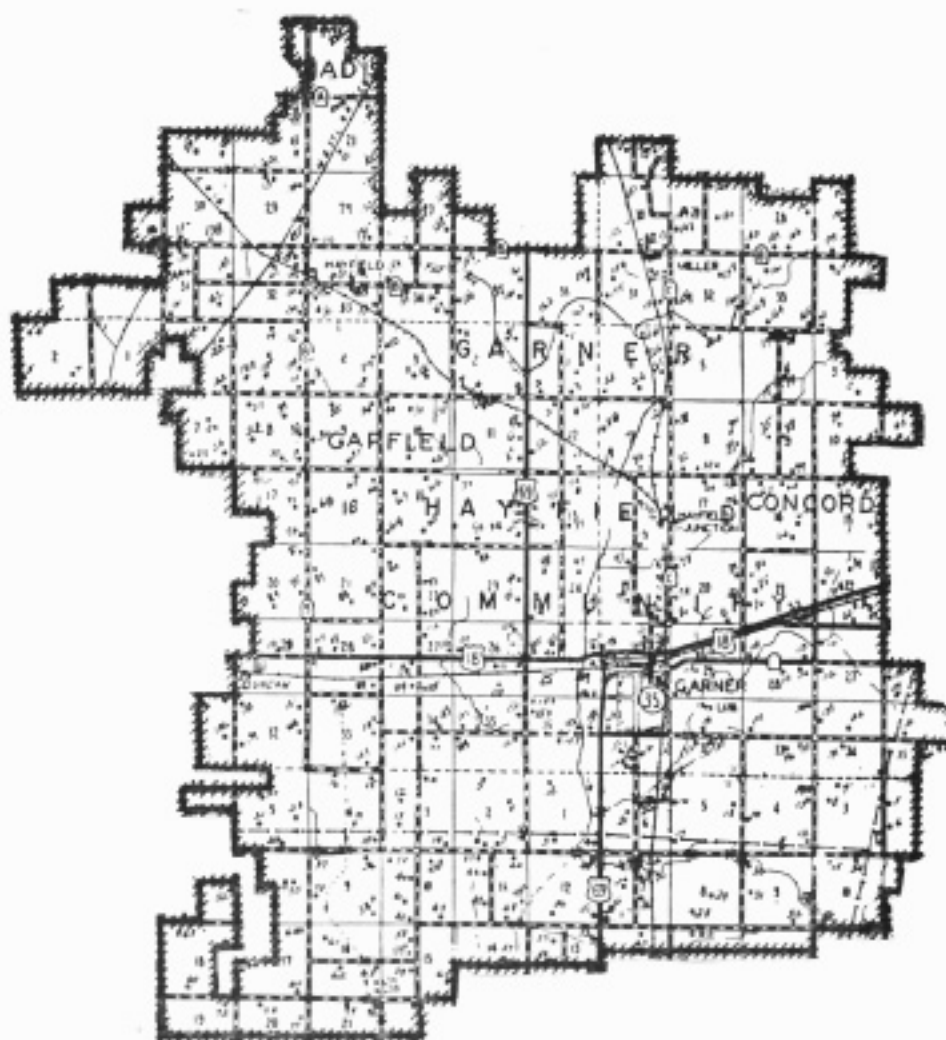


Figure 1. Garner-Hayfield Community School District, 1962. (Valuation back of each student - \$8,000.00, Number of Students served - 1,156, - assessed valuation - \$8,577,014.00, free tax land - \$2,435.00, area - 105 15/32.)

county, and because of the recommendation of the State Department of Public Instruction for larger districts and a broader curriculum, it seemed necessary to include these recommendations as pertinent information to this resource manual.

One objective has stood out in the committee deliberations, namely, that the territory under consideration in Hancock County should be formed into one administrative unit. The point emphasized in each of the three alternatives was that school plants in Hancock County were in satisfactory condition, some having been constructed quite recently.

After much deliberation the committee making the study of Hancock County school reorganization suggested the following alternative proposals.

1. One administrative unit should be established for the county. Two high schools, one at Britt and one at Garner, should be continued and these high schools would embrace the top three grades, sophomore, junior and senior. Junior highs could be located at Britt, Garner and Kanawha, these including grades seven, eight and nine. All present schools should maintain elementary units. The estimated high school enrollments, 10, 11 and 12, would be about 400 at Britt and 400 at Garner. Junior high enrollments would be about 275 at Britt, 300 at Garner, and 200 at Kanawha. Population centers are at Garner and Britt. Little enrollment increase can be expected in any school in the near future.

In order to furnish complete and satisfactory education to all children, larger units for high school and junior high should be established. Little difficulty would be encountered in transporting the pupils to these

proposed centers. The cost of educating the pupils should not be increased, perhaps would be decreased, at least in some locations, under this proposal.

2. One administrative unit would be established in the county with two high schools, one at Britt and one at Garner. Junior highs could be located in Britt, Garner, Kanawha and Klemme. The principal reason for this arrangement as against proposal (1) is that better utilization could be made for the school plant at Klemme. The enrollments for Junior high under this arrangement would be about 250 at Britt, 250 at Garner, 140 at Kanawha and 130 at Klemme. This would be a few less pupils per school than under proposal one. High School enrollments would, of course, be the same as under proposal one. All schools would maintain elementary units.
3. One administrative unit would be established in the county and one high school be located at some point between Britt and Garner on a site of 30 to 50 acres. The estimated high school enrollment (10, 11 and 12) would be about 800 pupils, which is not too great for a high school. This would be a compromise with the whole area having just one high school site. Junior highs would be located at Britt, Garner and Kanawha with all schools maintaining elementary units.

It might appeal to all present school officials in the county if Britt and Garner would agree to have a 3-year high school located away from their towns. This size high school would permit the development of one of the finest high school units to be found any place in Iowa. It would eliminate the building of additional high school and junior high facilities in multiple locations. No doubt all present plants could be altered to satisfactorily handle the educational programs demanded of each without great additional costs. This would give opportunity to concentrate on a bond issue for the new high school building located as nearly as possible in the center of the district.

All three of these proposals necessitate "give and take" by every present school district. None of them is perfect, yet any one of them does point the way toward school improvement for all of Hancock County.

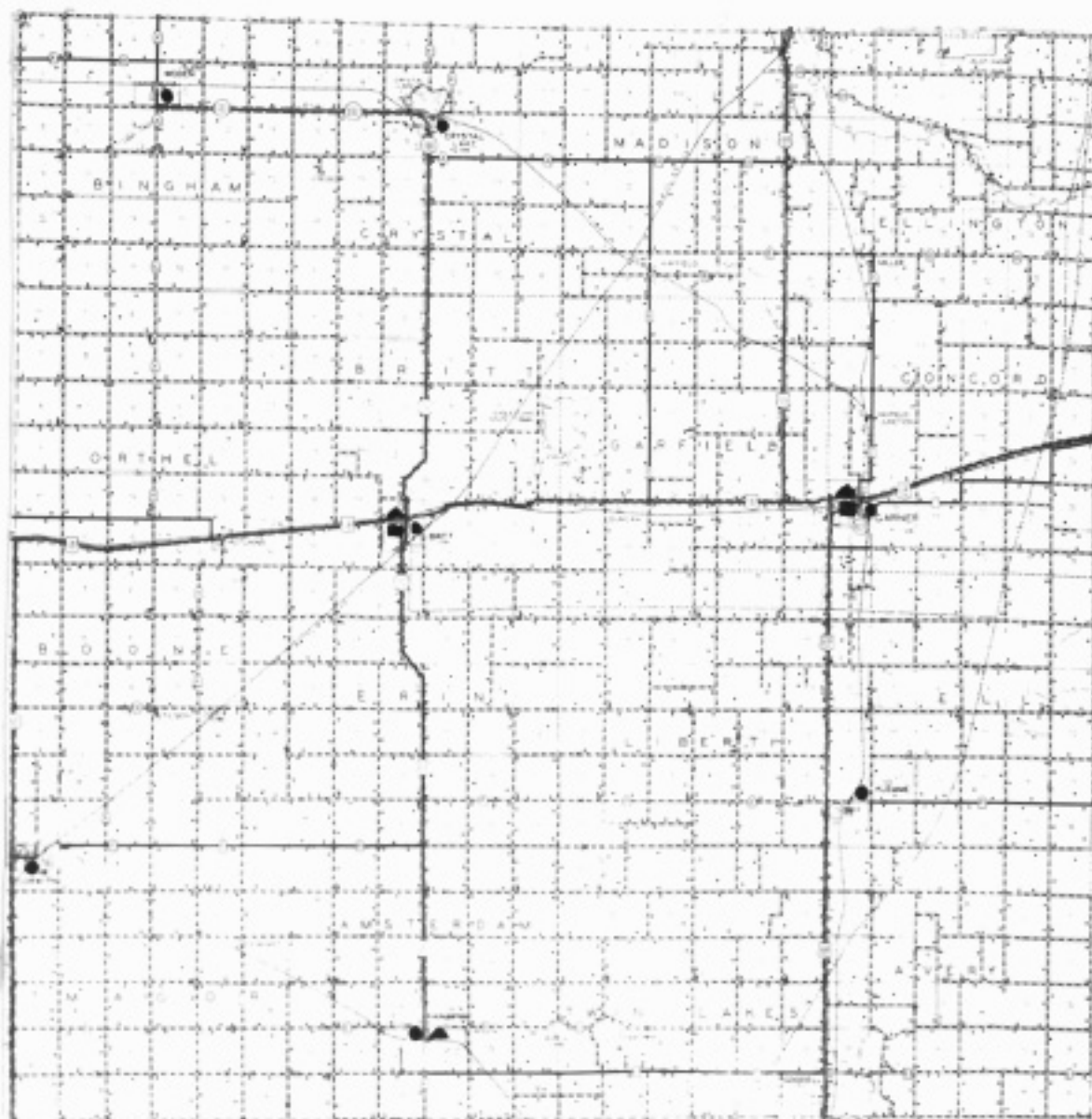
It is most evident that all of the present schools cannot expect to continue to operate full educational programs as one views the problems from long-term planning. The committee has objectively attempted to consider all factors involved in recommending its proposed alternatives.¹

Figure 2 shows the location of high schools, junior high schools, and elementary schools for proposal number one of the Hancock County plan for reorganization. Figure 3 shows the location of schools for proposals number two and Figure 4 shows those for the third proposal.

Written Policy Statement, Adopted in 1962.

An examination of the Board of Education records was made to compile School Board Policy from 1947-1962. As the result of this study, it was decided that existing Board Policy was not complete or adequate to govern the school. Using existing policy the administration personnel worked with the Board of Education to compile a booklet of written Board Policies for the Garner-Hayfield Community School District. It was officially adopted February 23, 1962. The Board Policies may be found in its entirety in the appendix of this report. This policy statement is a resource with which all future production of handbook items must agree.

¹Ray J. Bryan, Glenn E. Holmes, and Virgil S. Lagomarcino, "A Survey of the Schools of Hancock County, Iowa", 1961.



- Elementary School (grades k through 6)
- ▲ Junior High School (grades 7, 8, 9)
- Senior High School (grades 10, 11, 12)

Figure 2. Hancock County Plan for School Reorganization, 1961, proposal number one.

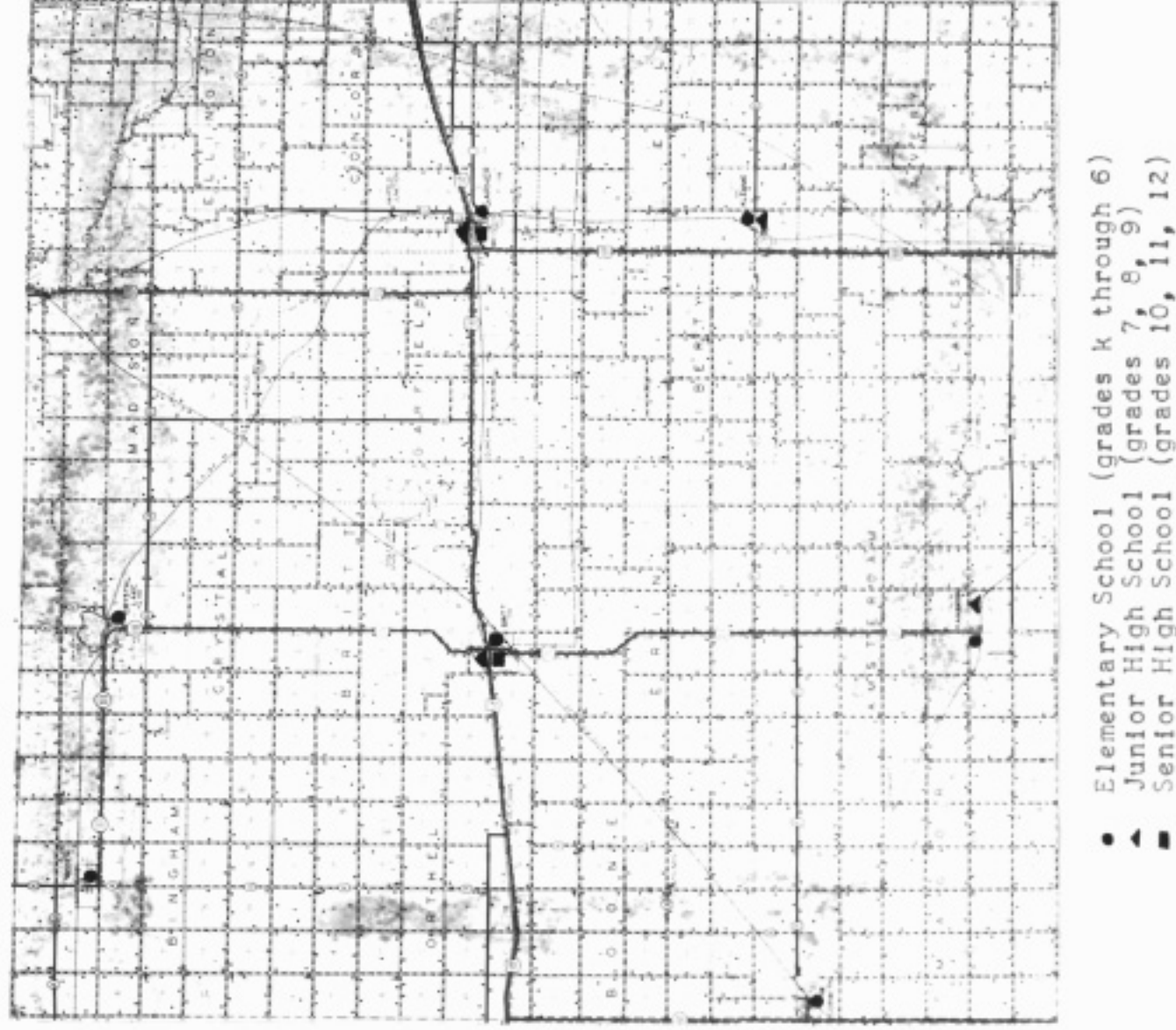
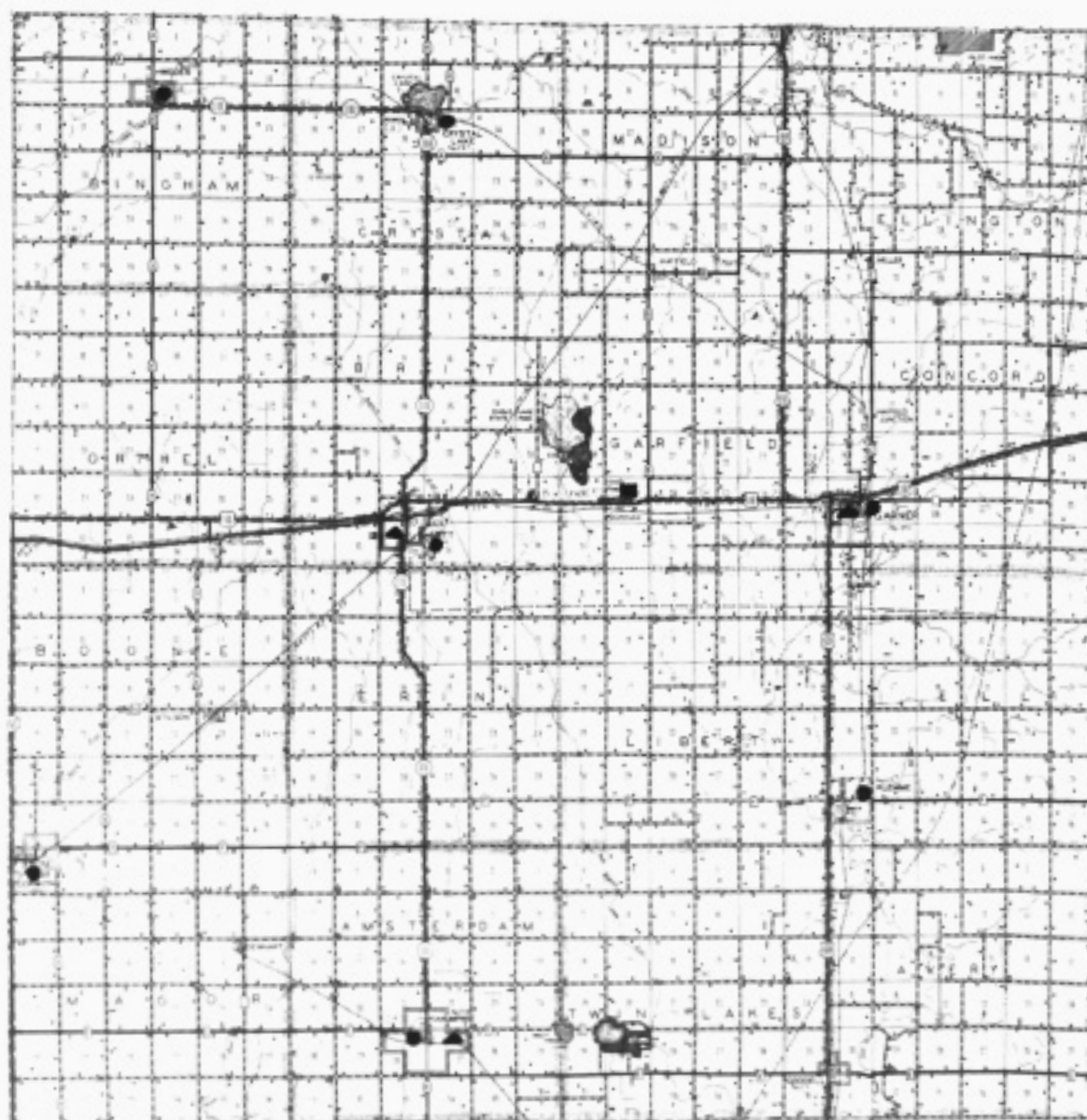


Figure 3. Hancock County Plan for School Reorganization, 1961, proposal number two.



- Elementary School (grades k through 6)
- ▲ Junior High School (grades 7, 8, 9)
- Senior High School (grades 10, 11, 12)

Figure 4. Hancock County Plan for School Reorganization, 1961, proposal number three.

Drop-out Study, Grades 9 Through 12 from 1953-1958

A drop-out study of grades nine through twelve was made for a five year period, 1953 to 1958, in the Garner-Hayfield High School. The main purpose of this study was to identify the number of students who dropped out of school before graduation and from this determine the holding power of the school. This information would be of value to the administration of the school to help determine if the needs are being fulfilled; consequently, it was felt that this drop-out study was pertinent to this resource manual.

Table I presents the number of students enrolled in the ninth grade and the number who graduated from high school four years later. The data show that a total of 260 students enrolled in the ninth grade from 1953-1958 and of these students 244 graduated. Twenty-five students transferred to other schools, and twenty-one students transferred to Garner-Hayfield High School. This means that the district had a net loss of 1.6 per cent of students grades nine through twelve who transferred to other schools. The drop-out number was very small with only twelve students dropping out of school from 1953-1958. The greatest proportion of drop-outs was 7.5 per cent in 1953-1954 while the smallest was 3.6 per cent for the year 1954-1955.

TABLE I
CHARACTERISTICS OF THE DROP-OUT RATE AND TRANSFER RATE
FOR GARNER-HAYFIELD COMMUNITY SCHOOL, 1953-1958

| Class | No. of students who entered 9th grade | Number grad- uated | Number trans- ferred out | Number trans- ferred in | Number dropped out | Drop-out rate | Transfer rate, loss or gain |
|------------|---|--------------------------|-----------------------------------|----------------------------------|--------------------------|------------------|-----------------------------------|
| 1953-1954 | 40 | 33 | 5 | 1 | 3 | 7.5% | -10.8% |
| 1954-1955 | 56 | 52 | 4 | 2 | 2 | 3.6% | - 3.7% |
| 1955-1956 | 52 | 46 | 5 | 1 | 2 | 3.8% | - .8% |
| 1956-1957 | 54 | 58 | 3 | 9 | 2 | 3.7% | +11.5% |
| *1957-1958 | 58 | 55 | 8 | 8 | 3 | 5% | 0% |
| Totals | 260 | 244 | 25 | 21 | 12 | 4.6% | - 1.6% |

NOTE: This table should be read as follows: Forty students were enrolled in the 9th grade in 1953. Four years later thirty-three students graduated, five students transferred to other schools, one student transferred in, and three students dropped out of school. The drop-out rate was figured from the 9th grade enrollment. The transfer rate was computed using the 9th grade enrollment less the drop-outs, and based on gain or loss through transfers.

*Garner Community School reorganized with Hayfield Independent School in 1959. This made it necessary to include enrollment figures in the 9th grade and the other data from both schools for the years 1957-1958.

Follow-up Study of Graduates by Recital Club of Garner

The Recital Club of Garner, Iowa, with the advice and assistance of the Institute of Public Affairs of the State University of Iowa, Iowa City, Iowa, undertook a survey of 304 recent high school graduates. The purpose of the survey was to gather information about graduates of Garner High School and what might be done to improve the community. It was the hope of the Recital Club that this information would be useful in developing plans and projects for community improvement. Tables II and III indicate the number of students that went to college for the years 1947 to 1957.

Information Commonly Found in Handbooks

Survey of student handbooks. Letters were sent to twenty-five schools with high school enrollment of 200 to 500 students to obtain information commonly found in student handbooks. Twenty-three of the schools replied to this request. Twenty schools enclosed their handbooks; two of the schools failed to reply. The main objective of this survey was to compile those items that are most commonly found in handbooks for students.

This information was sought in order to provide the Garner Hayfield Community School with an indication of those items which should be included in a handbook for students as a part of this resource manual.

TABLE II

NUMBER OF FEMALE RESPONDENTS WHO WENT TO COLLEGE,
CONTINUED THEIR EDUCATION BY OTHER MEANS,
OR ENGAGED IN NO FURTHER FORMAL EDUCATION

| Class | No. of Respondents | 4-year or Jr. College | Other | No Further Education | No Answer |
|----------|-----------------------|--------------------------|-------|-------------------------|--------------|
| 1947 | 21 | 12 | 1 | 3 | 5 |
| 1948 | 13 | 7 | 0 | 4 | 2 |
| 1949 | 10 | 6 | 0 | 1 | 3 |
| 1950 | 14 | 5 | 0 | 7 | 2 |
| 1951 | 14 | 7 | 0 | 5 | 2 |
| 1952 | 16 | 5 | 0 | 9 | 2 |
| 1953 | 13 | 6 | 1 | 5 | 1 |
| 1954 | 19 | 7 | 1 | 4 | 7 |
| 1955 | 12 | 2 | 2 | 5 | 3 |
| 1956 | 18 | 8 | 1 | 5 | 4 |
| 1957 | 9 | 4 | 0 | 2 | 3 |
| Totals | 159 | 69 | 6 | 50 | 34 |
| Per Cent | 99* | 43 | 4 | 31 | 21 |

*Less than 100 because of rounding

POST-GRAD EXPERIENCE OF FEMALE GRADUATES, 1947 to 1957, WHO
RESPONDED TO QUESTIONNAIRE IN STUDY BY RECITAL CLUB

Explanation - Period of attendance is not considered in this table: persons are included in the "four-year or junior college" column even though they attended college only one term. "Other" included business college, trade schools, or special training in the armed forces. Enrollment in hospital schools of nursing is classified as "college". Persons who have had both college and trade school, business college, or armed forces schooling are included in the "college" category. Persons who reported only night school training are included under "other": persons who reported only correspondence training are included in the "no further education" category. Persons who are still receiving higher education are included in the appropriate "college" or "other" category.¹

¹Recital Club, and The Institute of Public Affairs of the State University of Iowa, "The Garner Survey". Survey of high school graduates, Garner, Iowa, 1957.

TABLE III

NUMBER OF MALE RESPONDENTS WHO WENT TO COLLEGE,
CONTINUED THEIR EDUCATION BY OTHER MEANS,
OR ENGAGED IN NO FURTHER FORMAL EDUCATION

| Class | No. of Respondents | 4-year or Jr. College | Other | No Further Education | No Answer |
|----------|-----------------------|--------------------------|-------|-------------------------|--------------|
| 1947 | 10 | 4 | 0 | 3 | 3 |
| 1948 | 13 | 7 | 2 | 2 | 2 |
| 1949 | 11 | 4 | 2 | 4 | 1 |
| 1950 | 9 | 2 | 2 | 3 | 2 |
| 1951 | 10 | 3 | 0 | 3 | 4 |
| 1952 | 10 | 5 | 1 | 0 | 4 |
| 1953 | 18 | 6 | 3 | 6 | 3 |
| 1954 | 10 | 6 | 0 | 3 | 1 |
| 1955 | 16 | 3 | 3 | 8 | 2 |
| 1956 | 18 | 9 | 5 | 2 | 2 |
| 1957 | 20 | 6 | 2 | 8 | 4 |
| Totals | 145 | 55 | 20 | 42 | 28 |
| Per Cent | 100 | 38 | 14 | 29 | 19 |

POST-GRADUATION EXPERIENCE OF MALE GRADUATES, 1947 to 1957,
WHO RESPONDED TO QUESTIONNAIRE IN STUDY BY RECITAL CLUB

Comments - We have no data to support this, but it is reasonable to assume that our group of respondents includes a larger proportion of college-trained persons than the group of non-respondents. However, even if we assume that all of the non-respondents and all of the respondents who did not answer this question have had no additional formal education, we can say that at least 35 per cent of the 214 male graduates and 35 per cent of the 215 female graduates have had some formal training beyond high school. Including only those persons who say that they have attended college or junior college, we can say that at least 26 per cent of the male graduates and 32 per cent of the female graduates went to college.¹

¹Recital Club, and The Institute of Public Affairs of the State University of Iowa, "The Garner Survey". Survey of high school graduates, Garner, Iowa, 1957.

TABLE IV

FREQUENCY OF ITEMS CONTAINED IN TWENTY STUDENT HANDBOOKS
FROM IOWA HIGH SCHOOLS OF 200 TO 500 STUDENTS

| Items | Fre- quency | Items | Fre- quency |
|-------------------------|----------------|--------------------|----------------|
| Registration | 19 | Requirements for | |
| Absence and tardy | 19 | graduation | 14 |
| Detention | 19 | Assemblies | 13 |
| Grading reports | 18 | Lost and found | 13 |
| Library | 18 | Awards | 12 |
| Guidance and counseling | 18 | Board of Education | 11 |
| Curriculum | 17 | Cafeteria | 10 |
| Time schedule | 16 | Testing | 9 |
| Student Council | 15 | School supplies | 9 |
| Fire drill | 15 | Lockers | 8 |
| Transportation | 15 | Tuition | 8 |
| Faculty | 15 | Class schedule | 8 |
| Vocal music | 15 | Bus drivers | 6 |
| Instrumental music | 15 | Candy and gum | 6 |
| Telephone | 14 | Dress | 5 |
| Athletics | 14 | School property | 4 |
| Clubs and class | | Supervision | 4 |
| organizations | 14 | School history | 2 |
| Parties | 14 | Visitors | 2 |
| School calendar | 14 | | |

Survey of teacher handbooks. Twelve handbooks for teachers were collected from schools of the northern half of Iowa with high school enrollments of 200 to 500 students. The main purpose of this study was to determine those items that appear most frequently and consequently would be common to handbooks for teachers. The items mentioned in Table V will prove to be very helpful in determining material which should be included in a handbook for teachers.

TABLE V

FREQUENCY OF THE ITEMS CONTAINED IN TWELVE HANDBOOKS FOR
TEACHERS OF IOWA HIGH SCHOOLS OF 200 TO 500 STUDENTS

| Items | Frequency | Items | Frequency |
|-----------------------------|-----------|--|-----------|
| Introduction | 12 | Supervision | 8 |
| Administrative policy | 11 | Class sponsors | 7 |
| Faculty | 11 | Hot lunch | 6 |
| Grading | 11 | Professional obligations | 5 |
| Routine time schedule | 11 | Substitute teachers | 5 |
| School calendar | 11 | Bus drivers | 5 |
| Lesson plans | 10 | Contracts | 4 |
| Discipline | 10 | Noon duty schedule | 4 |
| Purchasing | 10 | Morning duty schedule | 3 |
| Board of Education | 10 | Visual aids | 3 |
| Book rental | 9 | Study hall regulations | 2 |
| Supplies | 9 | Bus regulations | 2 |
| Sick leave | 9 | Bus chaperones for extra-curricular activities | 2 |
| Extra-curricular activities | 9 | | |

Survey of parent handbooks. Letters were sent to fourteen schools in various parts of the United States to obtain a copy of their handbooks for parents. Handbooks were received from twelve schools; two schools failed to reply. Most of the schools which published a handbook for parents were city systems of large metropolitan areas. In Table VI items have been compiled that most frequently appeared in the twelve handbooks for parents.

TABLE VI
FREQUENCY OF ITEMS CONTAINED IN TWELVE
HANDBOOKS FOR PARENTS

| Items | Frequency | Items | Frequency |
|---------------------------|-----------|---------------------|-----------|
| Directory of personnel | 12 | School goals | 5 |
| School calendar | 12 | Fire drill | 4 |
| Forward | 12 | Civil defense | 4 |
| Instrumental music | 11 | School policy | 4 |
| Health | 11 | Supervision | 3 |
| Suggestion's to parents | 11 | Inclement weather | 3 |
| Board of school directors | 11 | conditions | 3 |
| Curriculum | 11 | School dress | 3 |
| School visitation | 10 | Recreation | 3 |
| Safety | 10 | First aid | 3 |
| Time schedule | 9 | Insurance | 3 |
| Registration | 9 | Detention | 3 |
| Transfers | 9 | Promotion | 3 |
| Attendance | 9 | Lost and found | 2 |
| Homework | 8 | Field trip's | 2 |
| P.T.A. | 7 | Sports | 2 |
| Cafeteria facilities | 6 | School organization | 2 |
| Transportation | 6 | Attendance area | 2 |
| Reporting pupil progress | 6 | Testing | 2 |
| | | School philosophy | 2 |

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The problem undertaken in this study was to develop a resource manual for the administration of the Garner-Hayfield School. The basic purpose of the resource manual was to provide a better understanding about the school to aid in preparing handbooks for parents, students, and teachers.

The procedure for developing this study was as follows: (1) to review literature on handbooks and public relations booklets; (2) to make an investigation of the historical developments of Garner-Hayfield Community School District from 1870-1962; (3) to review the summary of the Hancock County plan for reorganization conducted in 1961; (4) to examine the Board of Education records, to compile existing School Board Policy from 1947-1962, and as a result of this study draw up a complete statement of Board Policies which was officially adopted by the Board of Education February 23, 1962; (5) to study drop-outs from 1953-1958, to determine the holding power of the school; (6) to utilize and report a previously made follow-up study to determine the number of students who went to college or continued their education otherwise; and (7) to survey student handbooks,

teacher handbooks, and parent handbooks, to determine those items most commonly used.

II. CONCLUSIONS

As the result of this study the writer has developed a better understanding of the Garner-Hayfield School. Because of the study the school now has the Board Policies that are necessary to aid in the smooth operation of the school. The data collected in this Resource Manual should be a useful and helpful source of information to be used in the preparation of handbooks for students, teachers, and parents.

An examination of published student handbooks gave insight into the most practical patterns of organization, for future reference when the handbook is to be prepared.

It is evident that from the information in Table I Garner-Hayfield School does not have a serious drop-out problem. A factor which may have resulted in reduced drop-outs of the Garner-Hayfield School was the stability of the population. According to the 1960 census report the town of Garner increased only by 441 people from 1950 to 1960.¹

III. RECOMMENDATIONS

It would be helpful if the school administration would continue to compile data from year to year on drop-

¹Loc. cit.

outs and would continue the follow-up study of graduates.

It is recommended by the writer that the first printed production of a student handbook for Garner-Hayfield High School should be in 1963. To provide a better understanding of the school organization, it is further recommended that a handbook for parents should be published for the 1964-1965 school year. A handbook for teachers is much needed and a mimeographed copy should be produced for the 1962-63 school year.

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APPENDIX

BOARD POLICIES
OF THE
GARNER-HAYFIELD COMMUNITY SCHOOL DISTRICT

GARNER IOWA

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POLICIES ADOPTED BY

THE BOARD OF EDUCATION OF THE GARNER-HAYFIELD COMMUNITY SCHOOL
ON FEBRUARY 23, 1962

1

OFFICIAL OPERATING POLICIES OF THE BOARD OF EDUCATION
FOR
THE GARNER-HAYFIELD COMMUNITY SCHOOL DISTRICT
GARNER, IOWA

ARTICLE I

Operating Procedures and Policy Relating to the Board of Education

Section A - Official Operating Policies Based on a Philosophy of Education

The Board of Education of the Garner-Hayfield Community School District believes that each individual should be accepted into the educational program as he is, that he shall be provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral changes that will effect continuing satisfactory adjustments to life.

In the practical application of this philosophy opportunities shall be provided each individual within the limits of his capacity to:

- "1. Develop physical, mental and emotional health.
2. Develop moral and ethical values.
3. Develop an appreciation for his role in the family and in civic groups.
4. Develop skills for effective participation in the democratic processes.
5. Develop the ability to communicate ideas.
6. Develop knowledge and understanding of his natural environment.
7. Develop economic competence as a consumer.
8. Develop saleable skills and vocational competence.
9. Develop appreciation of the arts.
10. Develop wise use of leisure time.
11. Develop zeal for continuous learning and self-improvement." 1

Section B - Board of Education

1. Legal Basis

The legal basis for education in the Garner-Hayfield Community School District is vested in the will of the people as expressed in the Constitution of the State of Iowa, the statutes of the State of Iowa pertaining to education, court interpretation of the validity of these laws and the powers implied under them.

2. Name and Type of School District

- a. The school district is organized as a "Community School District" and its legal title is "Garner-Hayfield Community School District in Hancock County, State of Iowa."

-1 Smith, M. S. and Smittle, W. R., The Board of Education and Educational Policy Development, 1954, p. 51

- b. The school corporation includes all of the following described lands to wit:

Lands in Hancock County, Iowa

In Ell Township (Township 95 North, Range 23, West) Hancock County, Iowa:

All of Sections 3, 4, 5, 6, 7, 8, 9, and 10;
 The West Half ($\frac{1}{2}$) of Section 2;
 The West Half ($\frac{1}{2}$) of the North West Quarter ($\frac{1}{4}$) of Section 11;
 The North Half ($\frac{1}{2}$) of the North Half ($\frac{1}{2}$) of Section 16;
 The North Half ($\frac{1}{2}$) of the North Half ($\frac{1}{2}$) of Section 17;
 The North Half ($\frac{1}{2}$) of the North Half ($\frac{1}{2}$) of Section 18;

In Concord Township (Township 96 North, Range 23, West) Hancock County, Iowa:

All of Sections 4, 5, 6, 7, 8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 27, 28, 29, 30, 31, 32, 33, and 34;
 The South Half ($\frac{1}{2}$) and the South Half ($\frac{1}{2}$) of the North West Quarter ($\frac{1}{4}$) and the North West Quarter ($\frac{1}{4}$) of the North West Quarter ($\frac{1}{4}$) and the West Half ($\frac{1}{2}$) of the North East Quarter ($\frac{1}{4}$) of the North West Quarter ($\frac{1}{4}$) all in section 3;
 The North Half ($\frac{1}{2}$) and the South West Quarter ($\frac{1}{4}$) of Section 10;
 The North West Quarter ($\frac{1}{4}$) of Section 11;
 The South West Quarter ($\frac{1}{4}$) of Section 26;
 The West Half ($\frac{1}{2}$) and the North East Quarter ($\frac{1}{4}$) of Section 35.

In Ellington Township (Township 97 North, Range 23, West) Hancock County, Iowa:

All of Sections 29, 30, 31, 32, and 33;
 The South Half ($\frac{1}{2}$) of Section 19;
 The West Half ($\frac{1}{2}$) of Section 27;
 The South Half ($\frac{1}{2}$) and the South Half ($\frac{1}{2}$) of the North Half ($\frac{1}{2}$) and the North West Quarter ($\frac{1}{4}$) of the North West Quarter ($\frac{1}{4}$), all in Section 28;
 The West Half ($\frac{1}{2}$) and the North Half ($\frac{1}{2}$) of the North East Quarter ($\frac{1}{4}$) of Section 34.

In Madison Township (Township 97 North, Range 24, West) Hancock County, Iowa:

All of the Sections 21, 28, 29, 30, 31, 32, 33, 34, 35, and 36;
 The West Half ($\frac{1}{2}$) and all of the South East Quarter ($\frac{1}{4}$) except two and one-half ($2\frac{1}{2}$) Acres Southeast (SE) of the Railroad in the North East Quarter ($\frac{1}{4}$) of the South East Quarter ($\frac{1}{4}$) of Section 16;
 The East Half ($\frac{1}{2}$) of the North East Quarter ($\frac{1}{4}$) of section 17;
 The South Half ($\frac{1}{2}$) of Section 19;
 The South Half ($\frac{1}{2}$) and the East Half ($\frac{1}{2}$) of the North East Quarter ($\frac{1}{4}$) and the South Half ($\frac{1}{2}$) of the West Half ($\frac{1}{2}$) of the North East Quarter ($\frac{1}{4}$) of Section 20;
 The East Half ($\frac{1}{2}$) of the East Half ($\frac{1}{2}$) of Section 25;
 The South West Quarter ($\frac{1}{4}$) of Section 26;
 The East Half ($\frac{1}{2}$) and the South West Quarter ($\frac{1}{4}$) of Section 27.

In Garfield Township (Township 96 North, Range 24, West) Hancock County, Iowa:

All of Sections 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, and 36;
 The East Half ($E\frac{1}{2}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) and the North Half ($N\frac{1}{2}$) of the West Half ($W\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 6;
 The East Half ($E\frac{1}{2}$) and the East Half ($E\frac{1}{2}$) of the West Half ($W\frac{1}{2}$) and the North Half ($N\frac{1}{2}$) of the West Half ($W\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 7;
 The North Half ($N\frac{1}{2}$) and the South East Quarter ($SE\frac{1}{4}$) of Section 17;
 The East Half ($E\frac{1}{2}$) and the South West Quarter ($SW\frac{1}{4}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 20;
 The South Half ($S\frac{1}{2}$) - INCLUDING THE PLATTED VILLAGE OF DUNCAN - and the North East Quarter ($NE\frac{1}{4}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 29;
 The East Half ($E\frac{1}{2}$) of Section 31.

In Liberty Township (Township 95 North, Range 24, West) Hancock County, Iowa:

All of Section 1, 2, 3, 4, 9, 10, 11, 12, 15, and 16;
 The South Half ($S\frac{1}{2}$) and the North East Quarter ($NE\frac{1}{4}$) and the South Half ($S\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 5;
 The South Half ($S\frac{1}{2}$) of the North East Quarter ($NE\frac{1}{4}$) and the South East Quarter ($SE\frac{1}{4}$) of the North West Quarter ($NW\frac{1}{4}$), and the South 420 Feet of the North Fractional Half ($N Fr\frac{1}{2}$) of the North East Quarter ($NE\frac{1}{4}$) and the South 420 Feet of the North East Fractional Quarter ($NE Fr\frac{1}{4}$) of the North West Quarter ($NW\frac{1}{4}$) all in Section 6;
 The South East Quarter ($SE\frac{1}{4}$) of Section 7;
 The East Half ($E\frac{1}{2}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 8;
 The North Half ($N\frac{1}{2}$) of Section 13;
 The North Half ($N\frac{1}{2}$) of Section 14;
 The South Half ($S\frac{1}{2}$) and the North East Quarter ($NE\frac{1}{4}$) of Section 17;
 The West Half ($W\frac{1}{2}$) and the North Half ($N\frac{1}{2}$) of the North East Quarter ($NE\frac{1}{4}$) and the West Half ($W\frac{1}{2}$) of the South Half ($S\frac{1}{2}$) of the North East Quarter ($NE\frac{1}{4}$), and the West Half ($W\frac{1}{2}$) of the South East Quarter ($SE\frac{1}{4}$), all in Section 18;
 The North Half ($N\frac{1}{2}$) of Section 19;
 The North Half ($N\frac{1}{2}$) of Section 20;
 The North Half ($N\frac{1}{2}$) of Section 21;
 The North West Quarter ($NW\frac{1}{4}$) of Section 22.

In Crystal Township (Township 97 North, Range 25 West) Hancock County, Iowa:

The South East Quarter ($SE\frac{1}{4}$) of Section 25;
 The South East Quarter ($SE\frac{1}{4}$) of Section 35;
 The South Half ($S\frac{1}{2}$) of Section 36;

In Britt Township (Township 96 North, Range 25 West) Hancock County, Iowa:

All of Section 2;
 The West Half ($W\frac{1}{2}$) and the North East Quarter ($NE\frac{1}{4}$) and the West Half ($W\frac{1}{2}$) of the South East Quarter ($SE\frac{1}{4}$) of Section 1.

In the Town of Garner, Iowa:

All of the Town of Garner, Iowa

In the Village of Miller, Iowa:

All of the Village of Miller, Iowa

In the Village of Hayfield, Iowa:

All of the Village of Hayfield, Iowa

3. Election (Chapter 277 Iowa Code)

- a. The will of the people of the school district is expressed at the regular school election held annually on the second Monday in September. (277.1)
- b. The board of directors may call a special election at which election the voters shall have the powers exercised at the regular election with reference to the sale of school property and the application to be made of the proceeds, the authorization of a school house tax or indebtedness, as provided by law, for the purchase of a site and the construction of a necessary school house, and for obtaining roads thereto. (277.2)
- c. There shall be a written notice of all regular or special elections, which notice shall be given not less than ten days next preceding the day of the election and shall contain the date, the polling place, the hours during which the polls will be open, the number of directors or officers to be elected and the terms thereof, and such propositions as will be submitted to and be determined by the voters. (277.3)
- d. The names of all persons nominated as candidates at any school election shall be filed with the secretary of the School District not earlier than 30 days nor later than noon of the tenth day prior to said election. Each candidate shall be nominated by petition signed by at least ten qualified electors of the district. (277.4)
- e. At all school elections the polls shall open at 12:00 o'clock noon and close at 7:00 o'clock P.M. (277.9)
- f. Qualifications for the right to vote at all school elections shall be:
 - Citizen of the United States.
 - Resident in good faith of the district
 - Twenty-One years of age.
 - Resident of the state six months.
 - Resident of the county 60 days
 - Resident of the school district 10 days. (277.12)
- g. In case of tie the judges at the election shall decide the election by lot. (277.21)

- h. Two members of the board shall be elected each year except that every third year only one member shall be elected. (277.23)
 - i. A treasurer shall be chosen at the regular election. He shall begin on the first secular day after the seventh day of July following his election and continue for two years and until his successor is elected or appointed and qualified. (277.26)
 - j. A board member must be a qualified voter at the time of election or appointment. (277.27)
 - k. Each board member must qualify by taking the oath of office which must be administered by another qualified board member, the board secretary, or the county superintendent. (277.28)
4. Powers of the Board (Chapter 279, Iowa Code)
- The Board of Education shall act as the General Agent of the state in carrying out the will of the people of its district in the matter of public education. It shall be responsible for carrying out certain mandatory laws, and shall consider, and accept or reject the provision of the permissive laws. In all cases where the state laws do not provide or prohibit the Board of Education shall consider itself the agent responsible for establishing and appraising the educational activities.
5. Functions of the Board
- Three functional activities are recognized in respect to the Board of Education administering public education within the district. They are (1) to adopt policies for the school system, (2) to provide adequate means for executing the policies adopted, and (3) to appraise and see that the adopted policies are efficiently executed.
- a. Policy Making
- Planning is basic to all activity. Policy making is that function which determines what shall be done, establishes procedures for accomplishing the tasks, selects an executive officer and delegates to him the placing of plans and policies into operation, and provides the financial means for their achievement.
- b. Executive
- The executive is that function which is concerned with placing into operation the plans and policies, keeping the board of education informed, and furnishing creative leadership to the board and to the profession.
- c. Appraisal
- Appraisal is that function which attempts through careful examination and study of facts and conditions to determine:
- (1) The efficiency of operation of the general activities, and
 - (2) The worth and value of results of the activities in relation to the efficiency and value of instruction.

6. Organization

a. Directors

The board shall consist of five members and they shall be chosen for a term of three years with no limit on the number of terms a person may serve.

- (1) Directors shall be elected to represent director districts described as follows:

Director District No. 1. All that area within the corporate limits of the Town of Garner, Iowa, lying East of Allen Avenue..

Director District No. 2. All that area within the corporate limits of the Town of Garner, Iowa lying West of Allen Avenue.

Director District No. 3. All that part of the area of the Garner-Hayfield Community School District lying within Ell Township, Hancock County, Iowa, Liberty Township, Hancock County, Iowa, and within Sections 31, 32, 33, 34, the West Half ($W\frac{1}{2}$) and the North East Quarter ($NE\frac{1}{4}$) of Section 35 in Concord Township, Hancock County, Iowa, and within the East Half ($E\frac{1}{2}$) of Section 31 and all of the Sections 32, 33, 34, 35, and 36, in Garfield Township, Hancock County, Iowa.

Director District No. 4. All that part of the area of the Garner-Hayfield Community School District lying within Sections 7, 8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 27, 28, 29, and 30, and the North Half ($N\frac{1}{2}$) and the South West Quarter ($SW\frac{1}{4}$) of Section 10, and the North West Quarter ($NW\frac{1}{4}$) of Section 11, and the South West Quarter ($SW\frac{1}{4}$) of Section 26, in Concord Township, Hancock County, Iowa except that area within the corporate limits of the Town of Garner, Iowa and within Sections 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, and 28, and the North half ($N\frac{1}{2}$) and the South East Quarter ($SE\frac{1}{4}$) of Section 17, and the East Half ($E\frac{1}{2}$) and the South West Quarter ($SW\frac{1}{4}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 20, and the South half ($S\frac{1}{2}$) - INCLUDING THE PLATTED VILLAGE OF DUNCAN - and the North East Quarter ($NE\frac{1}{4}$) and the East Half ($E\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$) of Section 29, in Garfield Township, Hancock County, Iowa.

Director District No. 5. All that part of the area of the Garner-Hayfield Community School District lying within Ellington Township, Hancock County, Iowa, including the Village of Miller, Iowa; within Madison Township, Hancock County, Iowa, including the Village of Hayfield, Iowa; within Crystal Township, Hancock County, Iowa; within Britt Township, Hancock County, Iowa; within Sections 1, 2, 3, 4, 5, and 6 in Garfield Township, Hancock County, Iowa; and within Sections 4, 5, and 6 and the South Half ($S\frac{1}{2}$), and the South Half ($S\frac{1}{2}$) of the North West Quarter ($NW\frac{1}{4}$), and the North West Quarter ($NW\frac{1}{4}$) of the North West Quarter ($NW\frac{1}{4}$), and the West Half ($W\frac{1}{2}$) of the North East Quarter ($NE\frac{1}{4}$) of the North West Quarter ($NW\frac{1}{4}$) in Section 3 in Concord Township, Hancock County, Iowa.

- (2) At the expiration of the term of office of each director, his or her successor shall be elected from and as a resident from the same director district in which such director resided at the time of his or her election, such successor to be elected by the electors of the entire school district.

b. Vacancies

Vacancies occurring on the school board shall be filled by the board by appointment. A person so appointed to fill a vacancy in an elective office shall hold it until the organization of the board on the third Monday in September immediately following the next regular election and until his successor is elected and qualified.

c. Officers

- (1) A president and a vice-president shall be elected from the members of the Board of Directors to hold office for a term of one year. Each officer shall be elected by a majority of the members of the board present and voting. Each officer elected shall perform the legal duties of the office and such other functions as are designated by the board of education.
- (2) The board shall appoint a secretary at the annual meeting.
- (3) In the absence of the regular officers, the board shall appoint a temporary president or secretary.

d. Duties of Officers

(1) President

The president of the board of directors shall preside at all of its meetings, sign warrants and drafts, respectively, drawn upon the county treasurer for money apportioned and taxes collected and belonging to his school corporation, and all orders on the treasurer drawn as provided by law, sign all contracts made by the board and appear in behalf of his corporation in all actions brought by or against it, unless individually a party, in which case this duty shall be performed by the secretary. He shall appoint all committees unless ordered by the board.

(2) Vice-President

The vice-president shall perform the duties of the president in the absence of the president. He shall perform other functions as designated by the board.

(3) Treasurer

The treasurer shall receive, hold in custody, and expend all funds as directed by the board of education. He shall furnish a bond in compliance with state law. (Code 291.12, Iowa Code.)

(4) Secretary

The secretary shall keep records of all meetings, post all legal notices, prepare and sign all legal documents, and perform such other duties as may be prescribed. (Code 291.6, Iowa Code.)

(5) Bonds of Secretary and Treasurer (291.2)

"The secretary and treasurer shall each give bond to the school

corporation in such penalty as the board may require, and with sureties to be approved by it, which bond shall be filed with the president, conditioned for the faithful performance of his official duties, but in no case less than five hundred dollars." The cost of such bonds shall be paid from the general fund.

- a. Bond amount for the secretary shall be \$500.
- b. Bond amount for the treasurer shall be \$2000.

(6) Bonds of Employees

Employees of a school corporation maintaining a high school who have the custody of funds belonging to the corporation or funds derived from extra-curricular activities and other sources in the conduct of their duties, shall be required to furnish suitable bond indemnifying the corporation or any activity group connected with the school against loss and employees who have the custody of property belonging to the school may be required to furnish such bond. Said bond or bonds may be in such form and penalty as the board may approve and the premium on same shall be paid from the general fund.

- a. Bond amount for the superintendent and employees shall be \$1000.

e. Meetings

(1) Regular

The regular monthly board meeting shall be held on the second Wednesday of each month at 7:30 P. M. in the office of the superintendent.

(2) Special Meetings

Special meetings may be called by the president or any member whenever necessary, provided sufficient time for proper notice to the entire membership is allowed.

(3) Organization

The organizational meeting for election of officers shall be held on the third Monday in September each year at seven thirty o'clock P. M. in the office of the superintendent.

(4) Annual

The annual meeting of the board shall be held on the first secular day after the seventh day of July each year.

(5) Quorum

A majority of the board of directors shall constitute a quorum for the transaction of business.

(6) Public Meetings

All meetings of the board of education shall be open to the public. The board, however, may go into executive session upon the request of a majority of its members.

(7) Records of Meetings

All records of the board of education and their meetings shall be available to citizens or the public for inspection at the office of the secretary of the board.

(8) Place of Meeting and Time Limit

All meetings of the board of education shall be held in the office of the superintendent unless a different place shall be designated by resolution or in the notice of the special meeting.

(9) Compensation and Expenses

No member of the board of education shall receive compensation for his services as a member or as an officer. The members of the board of education shall be reimbursed for expenses incurred in performance of board functions.

(10) Order of Business and Agenda for Regular Meetings

The following shall be the order of business at regular meetings unless a change of order is agreed upon by a majority of the board members.

1. Roll call by the secretary
2. Reading and approval of minutes of previous meeting
3. Receive visitors and read miscellaneous communications
4. Presentation of bills
5. Report of special committees
6. Unfinished business
7. Report of the superintendent
8. New Business
9. Adjournment

f. Committees of the Board

- (1) The Board of Education shall authorize such special committees as are deemed necessary. Such committees shall be appointed by the chairman upon the motion of the board, or shall be appointed by the board itself, if a majority so directs. Special committees shall be dissolved when the original purpose has been attained.

- (2) The superintendent shall be an ex-officio member of each special committee, except those that deal directly with his status.

g. Revision of Policies

- (1) Policies may be revised, added to, or amended, at a regular meeting of the board by a majority vote of the members. Proposed amendments may be voted upon at any meeting subsequent to their presentation.

- (2) The board of education shall meet as a committee of the whole at least once a year to review and appraise existing policies.

- (3) The operation of any section or sections of these policies, not established by law, may be temporarily suspended by a majority vote of the board of education at a regular or special meeting.

- (4) The board of education shall notify all employees whenever revisions, additions, amendments, and / or deletions are made.

7. Code of Ethics

- a. The members of the board shall refrain from discussing confidential proceedings of the board meetings outside of the meeting room.
- b. It shall be the policy of the board to advise employees of the school district who come to them with complaints to appear before the board at the regular sessions where their complaint will receive the due consideration.
- c. It is the belief of the board that the superintendent is the administrator and that any problem should be taken to him first; if needed, the board will be called upon to act in each individual case.
- d. The publication, Practical Personnel Policies, by the Iowa School Personnel Policies Committee shall be a part of this code of ethics in regard to employment practices, in-service relationships, and reemployment relationships.

ARTICLE II

Policies Relating to the Administrative Staff

Section A - General Policy

The school board recognizes in representing the people that its primary function is to serve as a policy making body. Likewise, the board recognizes that the superintendent shall serve under the direction of the board as its executive officer and it shall be his duty to make recommendations to the board concerning the educational policies of the board and the regulations necessary for the government of the school.

Authority for the observation and execution of all policies established by the board shall be delegated to the superintendent. The superintendent shall be invested with the necessary power to make all policies effective. In summary, the board of education decides the policies--the superintendent is the executive officer who carries them out.

Section B - Superintendent

1. Qualifications

The superintendent shall meet all educational and other requirements as prescribed by law and the State Department of Public Instruction.

2. Term of Office and Dismissal

a. Term of Office

The board of directors shall employ a superintendent of schools in accordance with the law. After serving at least seven months, he may be employed for a term of not to exceed three years.(279.14)

b. Dismissal

If at any time in the opinion of the majority of the board, the superintendent's services are unsatisfactory, he shall be notified at a regular or special meeting of the board, orally and in writing,

of the unsatisfactory conditions and he shall be given ample opportunity to correct the conditions. If the conditions are not corrected, he shall be given written notice of dismissal in accordance with the law and all provisions thereof.

3. Duties

- a. The superintendent shall serve as executive officer of the board of education and shall have such powers and duties as may be prescribed by the board. He shall be charged with the responsibility of implementing the policies of the board. He is responsible for carrying out all policies, rules and regulations, established by the board. In matters not specifically covered by the board policies, he is to take appropriate action and report the same to the board not later than the next regular board meeting.
- b. He shall prepare the agenda for the meetings, shall attend all meetings of the board and may participate in all deliberations except when his contract is being considered. He shall have no vote.
- c. He shall administer the schools in conformity with the adopted policies of the board and the rules and regulations of the State Department and in accordance with law.
- d. He shall have the supervision of all employees connected with the Garner-Hayfield Community School. All individuals employed by the board are responsible either directly or indirectly to the superintendent of schools.
- e. He, with the staff, shall provide a continuous appraisal of all policies originating from the board of education and shall recommend changes, additions, or deletions of the same.
- f. He shall make verbal or written reports to the board whenever requested to do so. It is the responsibility of the superintendent to keep the school board informed on all vital matters pertaining to the school system.
- g. He shall examine the records and credentials of all applicants for positions as teachers, principals or other personnel and shall make recommendations to the board in regard to hiring. The board has the authority to reject specific candidates recommended, but personnel finally employed should be employed upon the superintendents recommendation.
- h. He shall be encouraged to attend professional and educational meetings and state and national conferences for the purpose of keeping himself informed regarding successful progress being made in schools in other areas, and the expense of the same shall be assumed by the district.
- i. With the approval of the board, he shall assign all principals, teachers and other district personnel to their positions in the schools and make such transfers or other changes as in his judgment, may be necessary.

- j. He shall be responsible for the curriculum and course of study being taught in the Garner-Hayfield Community School District. The superintendent provides professional leadership for the educational program of the schools and is responsible for the development of a system for regularly reporting to the board on all aspects of that program.
- k. He shall direct the formulation and revision of salary schedules within the financial resources of the community and make such recommendations to the board.
- l. He is responsible for preparing and submitting to the board a preliminary budget.
- m. He shall give special attention to the discipline and methods of instruction followed in the schools and shall aid principals and teachers by advice and suggestions. To these ends, he shall personally supervise the school as often as possible and note means by which the efficiency of the school can be improved.
- n. The superintendent's responsibilities in regard to employment practices in-service relationships, and re-employment relationships as outlined in the publication, Practical Personnel Policies, by the Iowa School Personnel Policies committee shall be considered a part of these policies.
- o. The superintendent has the authority to prepare such regulations and give such instruction to school employees as may be necessary to make the policies of the board effective. He may delegate responsibilities and assign duties. Such delegation and assignment does not relieve the superintendent of final responsibility for actions of subordinates.
- p. The superintendent formulates and recommends personnel policies necessary for efficient functioning of the school staff. The policies approved by the board should be included in the written rules and regulations.
- q. He is responsible for the development of a program of maintenance and improvement or expansion of buildings and site facilities. This includes recommendation for employment and supervision of all building custodians.

Section C - Principals

- 1. Status in Regard to Policies and Procedures
The principal shall be considered the professional adviser to the superintendent in matters pertaining to his school. The principal shall be called upon to contribute to the general policies and procedures of the school. The superintendent shall welcome the administrative views of the principal. The spirit of democratic participation should prevail at all times on the part of both the principal and superintendent.

2. Duties

- a. The principal shall serve under the direction of the superintendent and shall cooperate with him in the general organization and plan of procedure in the school under his supervision,
- b. Principals shall have, under the direction of the superintendent, immediate supervision of the teachers in their respective schools or areas.
- c. Principals shall keep all necessary records needed in carrying out their delegated duties.
- d. Although the appointment of the teachers is made by the board upon recommendation of the superintendent, the principal should be consulted in the rating, recommending and selection of teachers whenever possible.
- e. The principals and the superintendent shall cooperate in determining courses to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board.
- f. Principals shall see that all school books, supplies, materials, equipment and furniture are properly taken care of. Any cases of intentional abuse or misuse shall be reported immediately.
- g. Principals shall be required to instruct their teachers to make a complete annual inventory of all school property contained in their individual rooms. Same to be filed with the superintendent.
- h. Principals shall promptly investigate excessive cases of absence or tardiness of pupils and notify the parents or guardians in every case of unexcused absence or tardiness. All such cases shall be immediately reported to the superintendent.
- i. Principals shall make such reports from time to time as the superintendent may require.
- j. Principals shall maintain the regular schedule of school hours established by the board and shall make no temporary changes in the schedule without the consent of the superintendent.
- k. Principals shall promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory.
- l. Principals shall be encouraged to attend professional, educational and other school meetings and institutes for the purpose of keeping themselves informed regarding the successful progress being made by other schools in the area, or for the purpose of assisting in surveys, institutes or other educational meetings, said absence from duty having been previously approved by the superintendent of schools, but not to exceed five days in any one school year.

- m. Principals shall perform such other duties as may be assigned by the superintendent of schools.

ARTICLE III

Duties of Board and Duties of Superintendent, Summarized

Duties of Board

Duties of Superintendent

1. General Supervision

Formulate general policies

Superintendent shall have general supervision and direction of principals, teachers, janitors and other personnel employed in the operation of the school. Teachers and other employees are not to go over the superintendent's head and get permission for any course of action from the school board or an individual board member.

2. Appointment of Personnel

Appointment and contract with employed personnel who have been recommended by the superintendent

Recommend personnel to be employed by the board.

3. Appointment of Superintendent

Select and elect

4. Budget

Study, make recommendation and finally adopt budget which has been prepared and presented by the superintendent.

Prepare and present to the board for their consideration and adoption.

5. Building

Cause survey to be made.
Determine needs.

Make surveys, study needs, and make recommendations.

6. Business Affairs

Approve all transactions and make final approval.

Direct the purchase of all supplies and equipment as come within the approved budget. When the budget for the year has been approved in its final form by the board, the superintendent shall direct the purchase of such books, supplies, equipment, and other material as required within the limits of the budget. In case of unusual expenditures, the board should be consulted.

Duties of BoardDuties of Superintendent

7. Appeals

Act as a court of appeals and render decisions. No board member should make a decision outside of a meeting. When complaints come to the board members, the party making the complaint should be directed to the superintendent's office. If he is unwilling to present the case to the superintendent, it indicates the problem is not worthy of much consideration. If he is willing to present the case to the superintendent, it indicates the problem merits consideration. (If the superintendent cannot work out the problem satisfactorily it may become necessary to present it to the board.) In no case should an individual board member assume the duties that belong to the whole board or the superintendent.

Consult people concerned and study both sides of the questions. Present all available information to the board and make recommendations. Superintendent should not make decisions that are not consistent with the policy of the whole board. In making decisions, only policies as adopted by the board as a whole should be considered. Superintendent should not assume the duties of the board and formulate the general policies.

8. Community use of School Buildings, Grounds, and Equipment

Adopt policies upon recommendation of superintendent.

Make recommendations to the board.

9. Opening and Closing of School

Formulate policies

Make recommendations concerning policies pertaining to opening and closing dates, teachers' conventions and holidays.

10. Records and Reports

Cause a continuous census and complete accounting system to be put in and maintained.

Formulate and put into use a system of records and reports that meet the need and law requirements.

11. Salary Schedules

Adopt a working salary schedule for all employed personnel.

Formulate and present to the board a recommended salary schedule. Review and recommend necessary changes annually to keep the schedule in step with changing economic conditions.

12. School Board Minutes

Cause a complete and accurate system to be maintained.

Aid in keeping minutes complete and according to law.

13. School Curriculum

Adopt and make general recommendations.

After general recommendations from the board, work out with the cooperation of the staff, the details of the curriculum.

Duties of BoardDuties of Superintendent

14. Substitute Teachers

Appoint and contract with qualified persons who have been recommended by the superintendent.

Recommend qualified personnel to the board.

15. Textbooks

Cause textbooks to be kept up to date and in sufficient quantities.

Select and inform the board in matters concerning textbooks.

16. Extra-Curricular Activities

Cause reports to be made at regular intervals. This should include finance reports and other information concerning the progress of activities.

Make reports concerning finances and progress of activities.

17. Miscellaneous Reports

Review and make recommendations, formulate general policies.

From time to time present information and make suitable recommendations concerning: (1) employment of personnel; (2) Textbooks and courses of study; (3) Salary Schedule; (4) Insurance of buildings and equipment; (5) Condition of building; (6) Revised rules and regulations for direction of school; (7) Use of building and grounds.

18. Delegation of Responsibility

Permit superintendent to delegate authority.

The superintendent may delegate to other staff members certain powers and duties which the board has entrusted to him but he shall remain responsible for execution of such powers and duties so delegated.

19. Annual Report

Cause an annual report to be made at the close of the year.

Make an annual report to the board concerning conditions and progress of school together with such recommendations as in his judgment are desirable.

ARTICLE IV
Policies Relating to the Instructional Staff

Section A - Teachers

1. The qualifications of teachers shall be those required by the State Department of Public Instruction for certification to perform the particular service instruction for which they are employed.
2. All teachers will be furnished a handbook at the beginning of the school year fully setting out such rules and regulations as may be deemed necessary.
3. Teachers shall prepare with neatness and accuracy all reports required of them by the principal, superintendent or other proper authorities.
4. It is the responsibility of the teacher to notify the superintendent when the teacher is in need of a substitute. The superintendent will in turn notify a suitable substitute. Further information regarding sick leave, emergency and substitute teachers is found in these policies under Personnel Welfare.
5. Complaints of teachers against fellow teachers or principals or other school personnel shall be brought directly to the superintendent and should be made in a constructive and professional manner. Complaints should never be made in the presence of other teachers, pupils or outside persons.
6. Teachers having suggestions for changes or improvements in administrative procedure or policy should take such suggestions directly to the principal and/or the superintendent. The principal or superintendent will give the teacher a fair and courteous hearing regarding the same. Teachers should refrain from general outside discussions of policies and procedures with which they may personally disagree. After a final decision is made on any policy or procedure teachers will be expected to accept the same in their subsequent actions, discussions and relations.
7. All teachers and personnel employed by the Garner-Hayfield Community School are expected to take care of their personal obligations immediately and failure to do so will be cause for dismissal.
8. All teachers are expected to attend and supervise all activities under their jurisdiction.
9. All teachers and school personnel shall be admitted free to all school sponsored activities.
10. All teachers shall be required to prepare lesson plans for the class instruction one week in advance and to be fully prepared to carry out such instruction.

11. All reports, inventories, keys, and other items deemed necessary for the proper closing of the school year as determined by the superintendent shall be turned in and checked or approved by the superintendent before the employees final pay check(s) will be issued.
12. The teachers' responsibilities in regard to employment practices, in-service relationships, and re-employment relationships as outlined in the publication, Practical Personnel Policies, by the Iowa School Personnel Policies committee shall be considered a part of these policies.
13. It is the feeling of the Board of Education and the Administration that teachers should join their professional organizations. Professional people, whether they are dentists, doctors, lawyers, are expected by the public to keep in step with the progress being made in their respective professions.
14. Teachers shall be encouraged to attend professional, educational and other school meetings and institutes for the purpose of keeping themselves informed regarding the successful progress being made by other schools in the area, or for the purpose of assisting in surveys, institutes or other educational meetings, said absence from duty having been previously approved by the superintendent, but not to exceed three days in any one school year.

ARTICLE V
Policies relating to the Non-instructional Staff

Section A - Custodians

1. The custodians shall serve under the direction of the superintendent and shall cooperate in all matters dealing with janitorial services.
2. Custodians shall be held responsible for the care and maintenance of buildings, equipment, and grounds, and for such other duties as are reasonably assigned to them by the superintendent.
3. The superintendent shall from time to time submit to the board of education recommendations concerning the duties, work schedule, and compensation of custodians and clerical employees for the improvement of the school system.
4. Each custodian shall be responsible for keeping an accurate record of supplies and equipment dealing with his work, and shall submit to the superintendent at the close of the school year an inventory report.
5. All supplies will be purchased through the superintendent's office. Teachers and custodians are to be consulted on needed supplies and equipment.
6. Custodians shall assist on the playgrounds and in the buildings at the time of opening of school, the close of the school day, and at assemblies or school programs whenever requested.
7. Custodians shall see that the buildings and grounds are kept clean and sanitary at all times.
8. The term of contract for custodians shall be from July 1 until the end of the following year.
9. One custodian shall be required to be present at all school assemblies including tournaments, class plays, music programs, etc. Any assignment concerning this duty must be approved by the superintendent.
10. Custodians shall not be required to work on Saturday afternoon unless there is work of a nature that demands immediate attention.
11. Custodians will be responsible for the transporting of frozen storage food items from the locker to the lunchroom whenever such items are needed. This service shall be requested of the custodians and it will not interfere with their primary duties and will not prevent them from taking the proper care of the building.
12. Vacations: Custodians are to choose their vacation period with the following stipulations:
 - a. Custodians who have been in the system less than one year will receive three days vacation with pay. Those who have served one year or over will receive two weeks vacation with pay.

- b. Vacation periods will be determined by mutual agreement between the superintendent and the custodian. Custodians are urged to take their vacation early in the summer or at such time that it will not interfere with the completion of work or preparations for the opening of the school year. Vacations during the two weeks immediately prior to the opening of school will not be approved unless final preparations for the opening of school have been made.
 - c. If due to special circumstances, additional days are required, the custodian will make special application to the superintendent. The superintendent will submit the application and a recommendation to the board. If such request is granted, the applicant will not be paid for days requested exceeding the vacation days allowed.
13. The custodians and the superintendent shall complete plans for the summer maintenance, repair, and cleaning program immediately following the close of the school year. The program will be in accordance with any major repair, remodeling, or maintenance program as directed by the board of education.

Section B - Cafeteria Employees

- 1. Cafeteria employees shall be directly responsible to the superintendent and shall perform such duties in the selection of, preparation of, and serving of food as assigned by the superintendent.
- 2. The regular working hours of full time cafeteria workers shall be from 8:00 a. m. until 2:00 p.m. or such time as the regular duties are completed satisfactorily.
- 3. Cafeteria workers will be contracted to spend at least one day before the opening of the school year in preparation for the same and at least one day at the close of the school year in cleaning and properly storing foods and kitchen utensils for the summer months.
- 4. Cafeteria workers will be encouraged to attend workshops, short courses, and instructional meetings sponsored by the State Department for the purpose of promoting better lunch programs. The expenses of the same will be assumed by the school district to be paid from the school lunch account. Workers desiring to attend such meetings will make the necessary arrangements with the superintendent.

ARTICLE VI
Policies Relating to Teacher and Personnel Welfare

Section A - Sick Leave

1. Each school employee of the Garner-Hayfield Community School District shall be granted leave of absence for personal illness or injury with full pay in the following amounts:

| | |
|-------------------------------|---------|
| 1st year of employment | 10 days |
| 2nd year of employment | 10 days |
| 3rd year of employment | 10 days |
| 4th year of employment | 10 days |
| 5th year and subsequent years | 10 days |

The above amounts shall apply only to consecutive years of employment in the Garner-Hayfield Community School system and unused portions shall be cumulative to a maximum of 60 days.

2. School employees is defined as:
 - a. Personnel employed by the school district holding a valid teaching certificate currently in force,
 - b. Personnel employed by the school district on a twelve months basis by written contractual arrangement.

The board will make determination of matters concerning sick leave involving personnel other than certificated employees and employed whose services are not contracted for on a 12 months basis as herein defined.

3. Sick leave is defined as "absence for personal illness or injury" and shall not be construed to include absence necessitated by severe illness in the family or absence due to pregnancy beyond actual hospitalization.
4. Full pay will be granted for sick leave. Any employee absent more than their sick leave credit will be on a leave of absence without pay status.
5. A statement by the employee verifying the absence by reason of illness or disability shall be filed with the superintendent immediately following the absence. (The law states that the board shall require proof of inability to work.)

Section B - Emergency Leave

1. A leave of not more than five days on full pay will be granted in case of a death in the immediate family of the teacher: Said immediate family being limited to the following relatives: Father, Mother, brother, sister, wife, husband, child. This leave shall be granted by the superintendent and shall be for the attendance at the funeral and for any other purposes directly arising out of the said death. The leave shall not be used for any other purposes.
2. In the case of the death of any other relative, absence shall be allowed without loss of pay for attendance at the funeral.

3. The said officials shall have the power to extend the above provisions in any specific instance to apply to the case of the death of a person whose personal relations to the employee were in fact equivalent to the ties of blood recognized in the above provisions.
4. This emergency leave is, of course, in addition to the regular sick leave allowed all employees of the district. It is understood, however, that the emergency leave is not accumulative.

Section C - Professional Leave

1. A teacher or principal who must be absent from his or her regular instructional duties for the purpose of attending a function closely related to school work such as, delegate meetings of the State or National Education Associations, curriculum study groups, legislation committees, school extra-curricular activities meetings, must have the approval of the superintendent in advance. No pay deductions shall be made for such approved absences. The payment of the salary of substitutes for such leave shall be carried in the budget as an in-service education expense item. Limitations on the number of days without loss of pay for such leave shall be five days for principals and three days for teachers.

Section D - Maternity Leave of Absence

1. The board of education may grant a leave of absence for maternity, without pay, to any regularly employed staff member, who has been employed two years or more, upon written request for such leave, and upon proper certification of pregnancy by the employee's physician.
2. Such leave of absence shall be for a period of one full school year and may be renewed at the discretion of the board. The application shall be filed not more than two months after pregnancy has been determined. The employee shall terminate her work not later than the end of the fourth month of pregnancy.

Section E - Substitute Teachers and other Personnel

1. The superintendent will maintain an approved list of substitute teachers. Personnel on the list shall meet the approval of the board of education and shall meet all the requirements set up by law.
2. Personnel desiring a substitute for any reason shall contact the superintendent who will in turn contact a substitute or delegate the responsibility to the person making the request.
3. All substitute teachers will be paid at the rate of \$12.00 per day for grades kindergarten through eighth and \$15.00 per day for grades nine through twelve. In no case will the teacher pay the substitute personally. The school district will pay all substitutes and if the absence is of the type for which the teacher should have pay deducted, deductions will be made according to the regular compensation per day of that employee.

4. In the event that a substitute is required for more than ten consecutive days, said substitute shall be paid according to the prevailing salary schedule based upon his qualifications and experience, said salary to be retroactive to the first day of said period.
5. Substitutes for non-instructional personnel shall be approved by the superintendent. In no case will the regular employee pay the substitute personally. The school district will pay all substitutes and, if the absence is of the type for which the employee shall have pay deducted, deductions will be made according to the regular compensation per day of that employee.

Section F - Retirement

1. An employee who reaches the age of sixty-five years on or before June 30 of the then current school year shall be retired on that date. The board of education through the secretary shall honor all retiring employees who have given extensive and valuable service to the schools with an appropriate resolution setting forth its appreciation of the services rendered. The board of education reserves the right to retire employees previous to their sixty-fifth birthday, if, in its judgment such action would serve the best interests of the pupils of the school district. This policy to become effective as of June 30, 1964.

ARTICLE VII
Policies Relating to Pupil Welfare

Section A - Punishment

1. Teachers are cautioned to avoid corporal punishment or other severe punishment except under extreme necessity. All cases of corporal or other severe punishment must be reported immediately to the superintendent.
2. After a punishment is administered it should be forgotten as quickly as possible and not allowed to influence subsequent action or attitudes on the part of the teacher. In doubtful cases the principal and/or superintendent should always be consulted.
3. Whenever possible, especially in cases of repeated wrongdoing, the parents should be notified before punishment of a severe and drastic nature is resorted to, either by a teacher or a principal.
4. All pupils who persistently violate the rules of the school and refuse to obey the teacher or enter into an agreement with other pupils to bring the authority of the teachers into contempt shall be suspended.

Section B - Absence

1. Pupils who absent themselves from school for reason other than illness without the consent of parents, principals, teachers, or superintendent will stand suspended until reinstated.
2. Every absence from classes by students will require a written excuse from the parent or guardian of the child, clearly giving the reason for such absence.
3. No excuse for absence from school or classes will be accepted for pleasure, shopping or other inadequate reason.
4. Excuses will be accepted for dental appointments and a form to be signed by the dentist will be provided. Students are urged to make such necessary dental appointments during free periods if at all possible.
5. No child shall be excused or taken from school during school hours unless positive verification of the validity of the request can be made by the teacher or principal.

Section C - Smoking

1. Smoking on school premises by students is strictly prohibited.

Section D - Summer Tutoring

1. Summer tutoring will be accepted by the school officials only on approval of same by an examination upon the student's return to school.

Section E - Kindergarten

1. All pupils must be five years of age on or before September 15, of the year they start to school.
2. All children entering kindergarten shall be required to produce a birth certificate.

Section F - Tuition

1. No person living outside the boundaries of the Garner-Hayfield Community School District shall be allowed to attend the Garner-Hayfield Community School without the payment of the current tuition rate.

Section G - Co-Curricular Activities

1. Co-curricular activities of students are recognized as essential and desirable for the school program and are deemed worthy of liberal financial support; but extravagant or wasteful expenditure of money is to be scrupulously avoided.
2. All student activities of the Garner-Hayfield Community School District shall be under the control and supervision of the superintendent but the superintendent may, at his discretion, delegate details of management to faculty committees, sponsors, or to competent students.
3. All student activity monies will be deposited with the superintendent who will keep complete and accurate records of the accounts of each organization, class and/or activity. All monies will be deposited in the bank daily if at all possible.
4. No member of the student body or faculty shall be permitted to solicit funds or merchandise for any activity without the approval of the superintendent.

Section H - Students Driving Cars to School

1. There shall be no driving of cars by students during school hours unless given specific permission by the superintendent or high school principal.
2. All cars driven to school by students will be parked in the parking areas provided and designated.
3. Cars will remain parked from the time the student arrives at school until school is dismissed for the day unless the student has specific permission from the high school principal or superintendent to drive.
4. There is to be no loitering or eating of lunches in parked vehicles.
5. No student will be allowed to ride in any vehicle during the school noon period. Exceptions are students riding with parents or immediate adult members of the family to and from lunch and students riding with adult drivers when given specific permission by a faculty member.

6. Any student who violates any or all of the parking and traffic regulations above will be forbidden to drive to school for a definite period of time or may be suspended from school.

Section I - No School When Busses Cannot Operate

1. When weather or road conditions will not permit the operation of the school busses there shall be no school.

Section J - Requirements for Graduation and Participation in Graduation Exercises

1. All students must have 16 academic units to graduate. One-half unit is given for each semester of course work satisfactorily completed.
2. The superintendent will present to the board of education at the regular meeting in May a list of students eligible for graduation.
3. No student with less than 16 academic units will be permitted to participate in the graduation exercises. Exceptions may be made by the board of education for seniors who may have experienced personal illness, unusual family illness or disaster, and in case where certificates of attendance are to be issued.

ARTICLE VIII

Policies Relating to the Use of Buildings and Grounds and School Equipment

Section A - Buildings and Grounds

1. School buildings and grounds are for the primary use of the children and their education. Therefore, school activities shall be given preference over all other activities in any of the buildings or on any of the grounds belonging to the school district.
2. School buildings shall be available for use by community organizations. Approval for said use shall be obtained through the superintendent. All regulations set forth for the use of said buildings and/or grounds shall be reviewed and thoroughly understood before using the same.
3. Smoking and Use of Intoxicating Liquor
 - a. There shall be no smoking in the buildings except in authorized areas. It shall be the responsibility of the person in charge of any group to inform the group and to enforce such regulation.
 - b. When using school facilities the use of intoxicating liquor is strictly prohibited. Any individual or group found guilty of the same will be automatically barred from future use of the facilities.
4. No one is to use the buildings during vacations, on Saturday, or Sunday or after school hours without faculty sponsorship or specific permission and approval from the school administration.
5. A flat rate of \$5.00 will be charged to non-school groups for the use of the Hayfield Elementary building, and an additional \$5.00 will be charged, making a total charge of \$10.00 in those cases where school facilities are used to prepare food. All payments are to be made to the school district. One-half of the rental cost is to be paid to the custodian by the school district, and the balance is to be retained by the school district.

Section B - Property and Equipment

1. No property belonging to the Garner-Hayfield Community School District shall be removed from the school premises without permission from the superintendent, or the President of the board of education. Any loss or damage to such property shall be the full obligation of the borrower.
2. Willful Damage - Any person found willfully breaking windows or damaging property belonging to the school district shall be held responsible for the replacement of such property and all cost shall be the obligation of the offender.

ARTICLE IX
Miscellaneous

Section A - Amendments

1. Any one or all of these rules, regulations or board policies may be amended or rescinded by unanimous action by the board of education at any special or regular meeting.

Section B - Practical Personnel Policies

1. The publication, Practical Personnel Policies, by the Iowa School Personnel Policies Committee which is referred to in various parts of these policies is considered a part of these policies.

Section C - Appendix

1. The superintendent's annual Teachers' Handbook and the annual Student Handbook shall be considered as an appendix to these policies.

Section D - Requisitions

1. Requisitions shall be submitted to the superintendent from which purchase orders shall be issued.
2. In no case shall purchase orders be issued by anyone other than from the office of the superintendent.